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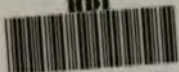
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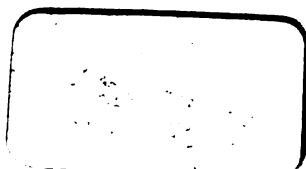
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THE GIFT OF  
*Association of Collegiate Alumnae.*







# The Journal of the Association of Collegiate Alumnae



VOLUME VI, No. 1

JANUARY 1913

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# THE JOURNAL OF THE ASSOCIATION OF COLLEGIATE ALUMNAE

38046

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# Journal of the Association of Collegiate Alumnae

VOLUME VI—No. 2

MARCH 1913

## REPORT OF THE GENERAL SECRETARY

VIDA HUNT FRANCIS

The General Secretary has had a short but exciting term of office. She feels that the report of her brief term could almost be embodied in the word "Reorganization"; for since her appointment in January, 1912, she has "gone up and down the land" explaining the plan of the Reorganization Committee; and carrying to each branch the call to share actively in shaping the new policies.

Thirty-one branches have been visited personally. These branches have been widely distributed geographically and have been representative of all types. Everywhere there was manifest the desire for closer contact with the great movements in the educational world and for the co-operation of all college women. Everywhere, too, was shown the keenest interest in the work of branches in other communities and eagerness for the chance to exchange experiences and be of mutual benefit.

The Association *needs* the new policies; it *needs* the increase in membership through the addition of alumnae groups and associate members; it needs the knowledge of each other made possible through the work of the ten Sectional Vice-Presidents, the Councilors and the General Secretary; it needs to know the problems of each section of the country as well as of the whole country.

The General Secretary is glad to find throughout the Association a great unity of purpose even amid diversity of method. There is an honest desire to work for the good of the whole and a willingness to yield the nonessentials for the essentials.

When there is already so great a spirit of co-operation there can be only pleasure in serving as the instrument of that spirit in the furthering of the great work of the Association of Collegiate Alumnae.

## REPORT OF BURSAR, October 1, 1911, to October 1, 1912

ELVA YOUNG VAN WINKLE

### RECEIPTS

Balance October 1, 1911.....	\$1,184.13
Annual dues.....	4,889.00
Life fees.....	150.00
Income Alice Freeman Palmer Fellowship Fund.....	370.74
Income life membership fees.....	47.00
Income European Fellowship Fund.....	.15
Interest on Savings Banks deposit.....	3.33
Profit on pins.....	27.35
Contribution to the 1911-1912 Alice Freeman Palmer Fellowship.....	113.96
Anna C. Brackett Testimonial Fund.....	8,520.00
Alice Freeman Palmer Fellowship Fund.....	1,561.64



in occupations in a form readily compiled and compared. In connection with the branch committees on vocations, the committee wishes to suggest that each such committee relate itself to the nearest vocation bureau, acting as local agent for submitting to the bureau information both about local trained women and about local openings for trained women. Although the three vocation bureaus now in existence are all in the East, in Boston, New York, and Philadelphia, there is prospect that one will soon be opened in Chicago,<sup>1</sup> and probably others at no distant date in other western cities. Such affiliation would give a definite outcome for the work of the branch committees, and would be of assistance to the vocation bureaus. Details of the arrangement would, of course, have to be worked out with the bureaus.

It seemed inadvisable to hold a conference of appointment bureaus at this year's general meeting of the Association. Two of the subcommittees reporting at last year's conference in New York have, however, been continuing their work: the subcommittee on uniformity in registration blanks for college and city bureaus, Florence Jackson, chairman, and the committee on a uniform occupational census card to be adopted by the colleges in collecting information about their graduates. The report of the latter is subjoined.

Matters are moving so rapidly in the vocational field that the committee is not prepared to make recommendations as to its future activity beyond the points already mentioned: (1) closer work with the branches, and (2) the preparation of an adequate uniform occupational record card. The vocational interests of college women are being more and more adequately taken care of by the vocation bureaus; and the future work of the committee seems to lie rather in the direction of watching the movement, indicating new lines of effort that promise valuable results, and from time to time summing up what has been accomplished.

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## REPORT OF SUBCOMMITTEE ON OCCUPATIONAL CENSUS OF COLLEGE WOMEN

MARY VAN KLEECK

The committee can only report progress. At the October meeting of the Association of Collegiate Alumnae held a year ago in New York, the committee was empowered to proceed with its recommendation that a uniform card be adopted by various colleges and alumnae associations in gathering statistics for alumnae registers, and that plans be made for tabulation of this material every five years beginning in 1915. Not feeling that there was an immediate pressure upon us, we have moved slowly this year. We have the following facts to report.

The chairman of the committee has consulted with Dr. Leonard P. Ayres and Mr. Earle Clark of the Division of Statistics of the Russell Sage Foundation. The forms now in use in collecting material for uniform registers have been secured and the material from them copied in such a way as to show all the information gathered by any one college and also the phrasing of the questions on all these schedules. This outline shows clearly how many different ways there are of asking even so simple a question as name and address. The next step will be to boil down this material, selecting what seems to be the best question in every instance and embodying in a card as much information as seems desirable. The Alumnae Association of Radcliffe College has already voted to adopt such a card. The matter has been discussed in the meeting of the Alumnae Council of the Smith College Alumnae Association and it has been taken up informally with officers of the faculty at Northwestern Univer-

<sup>1</sup> Such a bureau has been opened in Chicago since this report was presented.—Ed.

sity and the University of Chicago. No formal attempt was made this year to get in touch with the alumnae associations, so that this list represents the result of chance discussions of the subject.

Your committee feel that the undertaking is a promising one and likely to yield very valuable results.

## COLLEGE WOMEN IN NON-TEACHING OCCUPATIONS: A STUDY MADE BY THE COMMITTEE ON VOCATIONAL OPPORTUNITIES OTHER THAN TEACHING

### COMMITTEE

ELIZABETH KEMPER ADAMS, *Chairman*  
MARY COES

MARION PARRIS SMITH  
GERTRUDE SHORB MARTIN

MAY SHEPARD CHENEY

In September, 1911, the Committee on Vocational Opportunities of the Association of Collegiate Alumnae sent to some one thousand three hundred women graduates of colleges and universities a set of questions regarding the occupations other than teaching in which they were engaged. Three hundred women replied, about 23 per cent of those addressed. The number is somewhat discouragingly small, although it compares favorably with the results in some previous investigations made by this association. Evidently the college woman does not yet recognize to the full her responsibilities in such matters. But in an age ridden by questionnaires the fault is not wholly hers. Before long we may learn to ask our questions on return post cards, as some departments of the Russell Sage Foundation are beginning to do with gratifying results.

Since we used as an address list the occupational card catalogue compiled by the committee in 1910-11 from the alumnae registers of universities and colleges for the most part in the membership of the Association, the range of institutions represented is somewhat limited. Some three hundred of our schedules for New York City and vicinity were sent out through the Intercollegiate Bureau of Occupations, and in this way a slightly wider representation was secured, as certain names were added by the bureau. Wellesley is only incidentally included, since its register of alumnae and former students was in press and not available. We have also only scattering schedules from Cornell, the University of Wisconsin, and the other coeducational institutions represented.

The returns include replies from graduates of twenty-three colleges and universities: Alfred, Barnard, Boston, Brown, Bryn Mawr, California, Cornell, Iowa, Kansas, Kansas Agricultural College, Leland Stanford, Mount Holyoke, Oberlin, Ohio Wesleyan, Radcliffe, Ripon, Simmons, Smith, Syracuse, Vassar, Wellesley, College for Women of Western Reserve, Wisconsin, together with four replies not giving the institution. The distribution of replies among graduates of different colleges is very unequal. Smith furnishes 81, or 27 per cent of the whole 300; Vassar, 65, or 22 per cent; Mount Holyoke, 48, or 16 per cent; Bryn Mawr, 18, or 6 per cent; Simmons, 17, or 5.5 per cent; Radcliffe 12, or 4 per cent; Barnard 8, or 2.5 per cent. Together these seven institutions yield 249 replies, 83 per cent of the whole, leaving 47, or 15.6 per cent, scattered among the remaining sixteen institutions. The report is therefore largely a study of the occupational careers of certain graduates of the larger eastern colleges for women. With so small a total number it is unsafe to generalize from statistics. The material offers, rather, an opportunity for study and comparison of cases, although descriptive groupings may be expressed in figures. Of necessity, our results are of a preliminary and tentative character, such as follow early prospectings in any field.

Turning from the alumnae distribution of the women answering our questions to their distribution in gainful employment, we find them massed in a few non-teaching employments, and scattered through a much larger number. Just here, difficulties of classification confront us, and make us realize how inadequately popular nomenclature indicates the real character of an occupation. The term secretary, for instance, is applied to people doing very different things, requiring different kinds of training, and involving widely differing degrees of responsibility. Private secretaries, Young Women's Christian Association secretaries, and executive secretaries of organizations all bear the name of secretary, but really belong to different occupation groups. On the other hand, it is difficult to draw the line between secretaries, stenographers, clerks, and bookkeepers. In just such matters, however, a study like ours may perform a useful service in clearing up ambiguities and in calling attention to the need of a more exact terminology and a more careful grouping. Students of economics and sociology have loudly criticized the inadequacies of the occupational classifications of the Federal Census. It has been suggested that if the Association of Collegiate Alumnae could devise an accurate and workable classification of the occupations of educated women, it would be performing an important and necessary public service, which might be recognized by the incorporation of its results in the revised federal schedules.

Of the 300 replies received, 20 furnished so little information that they have not been used except in the total count. Of the other 280, 59, or 21 per cent, are from social workers of various kinds, 44, or 16 per cent, are from librarians, 41, or 15 per cent, are from secretaries, 19, or 7 per cent, are from editorial workers, 17, or 6 per cent, are from women in executive positions, 16, or 5 per cent, are from physicians, 14, or 5 per cent, are from workers in applied science, 9, or 3 per cent, are from writers, 9, or 3 per cent, are from trained nurses, 7, or 2 per cent, are from office managers, clerks, and bookkeepers—a total of 235, or 84 per cent, from these ten types of occupation. The other 45, 16 per cent, are distributed among 32 different occupations. It cannot be too strongly emphasized, however, that the numbers in our ten main groups are not to be taken as typical. The groups are too small for any generalizations from them. The fact, for example, that our group of social workers is larger than our group of secretaries means simply that more social workers took the time and the trouble to fill out our schedules—a task to which their training inclined them. It throws no light whatever on the relative number of social workers and secretaries in general nor upon the respective demand for their services.

In our scattering group of 45 are 3 statisticians, 3 lawyers, 3 farmers, 3 interior decorators, 3 assistants in museums, 2 dietitians, 2 artists, 2 actresses, 1 minister, 1 civil engineer, 1 assistant in the office of a consulting engineer, 1 architectural draftsman, 1 landscape architect, 1 rose-grower, 1 manager of a laboratory kitchen for the making of jellies and preserves, 1 summer hotel keeper, 1 proprietor of a sanatorium, 1 superintendent of a theater, 1 superintendent of the girls' department in a manufacturing establishment, 1 taker of inventories in large private houses, 1 telephone operator, 1 joint owner of a daily paper, 1 local newspaper correspondent, 1 filing clerk in the law department of a railway, 1 keeper of alumnae records, 1 advertiser, 1 worker in jewelry and metals, 1 trade designer taking special orders, 1 musician, 1 opera singer, 1 lecturer on musical topics, 1 giver of corrective gymnastics in a physician's office. The distribution by colleges for these various occupations has been noted, but the numbers are too small to warrant any conclusions as to the influence of certain colleges in the direction of certain occupations. There are indications that may be interpreted by those familiar with the colleges in question, but they do not justify publication

In the case of Simmons, of course the connection with specific types of training is evident. Much more significant than the general classification by occupations is the analysis within each group, showing what the workers are actually doing.

Before considering the newer types of occupation we may look briefly at the comparatively standardized professions of librarian, physician, and nurse. Our occupational catalogue contained the names of so many librarians that we sent only to individuals chosen at random among public librarians and college librarians, more fully to those in the newer phases of library work. Of the 44 librarians replying, 19 are in public libraries, 10 in college libraries, 3 in children's libraries, 3 in normal schools, 2 in high schools, 2 in business houses, 2 in private libraries, 1 each in the library of a theological seminary and an institute for medical research. One is now withdrawn from active work.

Of the 16 physicians, 8 are in private practice; 3 are in institutional work; 1 is doing both; 1 is studying further; and 2 have given up active practice, while one who has been a medical missionary is teaching until she finds a place for permanent work as a physician.

Of the 9 nurses, 5 are in hospital positions; 1 is a nurse in a private school; 2 are still in training; and 1 is in private practice.

Of the 59 social workers, 18 are district secretaries or agents of philanthropic organizations, 16 are settlement workers, 7 are Young Women's Christian Association secretaries, 6 are engaged in social research (2 of these under special bureaus of social research, 1 under the Sage Foundation, 1 making a vocational guidance investigation, 1 an investigator for a state board, 1 a special investigator for various organizations); 5 are workers in connection with churches; 3 are in hospital social service; and 4 are classed as miscellaneous, 1 each in the following types of work: pure milk movement; prevention of tuberculosis movement; campaign against sexual diseases; registration of lodging-houses in a settlement neighborhood.

We have classed as secretaries women doing work chiefly of an office or correspondence nature, under some sort of direction. Such positions vary greatly in the amount of initiative and responsibility required; and in some cases the schedules failed to give an unmistakable description of the work done. But wherever the term "secretary" has been applied to a person holding a position of administrative independence and importance involving organization, public speaking, etc., we have classed the work as executive rather than as secretarial. Of the 41 cases coming under our definition of the term secretary, 14 are private secretaries, 12 are secretaries of business firms, 11 are secretaries in schools or colleges; 1 is secretary in a library, 1 in a state board of education, 1 a translator of business correspondence, and 1 a visiting "social secretary." Of the business firms employing college women, three are law firms; one—a most interesting case—a firm of "industrial engineers"; one a publishing company; two, florists and nurserymen; and the others industrial or commercial. Of the private secretary positions, 2 are with ministers, 2 with physicians, 2 with college professors, 1 with a state's attorney, and the others with business men, or unspecified. So far as these reports go, college women are not to any extent securing positions as purely "social" secretaries.

Of the 19 women in editorial positions, 7 are assistants in publishing houses, 1 is in the publishing department of a university, 5 are connected with magazines, 2 with technical or trade journals, 1 is editor of an alumnae publication, 1 is music editor and critic for a newspaper, 2 are unspecified.

Of the 9 writers, 1 is a writer of children's books, 1 of books for girls. The others do not state any special type of literary production.

Of the 14 workers in science, 2 are in the federal service, 1 as micro-analyst in the department of agriculture, 1 as botanical expert in the forest service; 2 are in state service, 1 in a state board of health, and 1 in a state agricultural experiment station; 1 is in a city board of health; 2 are in industrial positions as chemists; 1 is chemist in the laboratory of a hospital, 1 in a private laboratory; 3 are research assistants to college professors; and 2 are making investigations and doing field work in eugenics.

Of the 17 women classed as engaged in executive work, 5 are college deans; 2 are school principals; 2 are in charge of important work in a municipal tenement house department; 1 is executive secretary of a state suffrage organization; 1, secretary of a city history club; 1, general organizing secretary of a state consumer's league; 1, secretary of the woman's board of missions of a large denomination; 1, field secretary of a medical society; 1, secretary of a union of settlement houses in a large city; 1, assistant secretary of a large charity organization; 1, superintendent of a home for working girls. Here also undoubtedly belong certain women of long experience in social work, as heads of settlements and other organizations.

With regard to the 7 women grouped as office managers, clerks, and bookkeepers, we were in considerable doubt as to proper classification. After careful study of their individual reports, there seemed sufficient reason for setting them off from secretaries on the one hand and from those in executive positions on the other. Among this group, we find 2 bank clerks, 2 clerks in the offices of manufacturing companies, 1 bookkeeper and office manager in a large wholesale and retail firm selling athletic goods, 1 bookkeeper in the administration of a large estate, and 1 clerk in the office of a publishing house.

In addition to asking the type of occupation, our schedules called for information on the following points: length of time in present occupation; initial, present, and maximum salary; special training taken for this occupation with time spent and cost of such training; previous occupations, if any, with minimum and maximum salaries in each; reasons for change to present occupation; mode of securing employment in present position; advantages and disadvantages of present occupation; qualifications needed for success in present occupation; best equipment for this occupation and best mode of entering it. It can be easily seen that with such varied and in many cases such complicated questions, it was impossible to secure complete and definite answers on all the schedules. Many of those replying leave certain questions entirely unanswered; others answer the same question in such different ways that it has been difficult or impossible to make comparisons. This is especially true in regard to salaries and their rate of increase, since some give salaries by the year; some by the month without stating the number of months employed; some even by the day. The committee has made every effort to treat such data fairly, but undoubtedly misinterpretations have been made.

We have not attempted to tabulate the replies to all the questions, but we trust that we have selected the topics most likely to be of use to those studying the non-teaching occupations or planning to enter any of them.

In spite of errors and omissions, the information available regarding salaries is of prime importance. We have arranged the returns from each occupation group so that they may be compared with the figures in Dr. Susan M. Kingsbury's admirable study of the salaries of college women engaged in teaching, "Economic Efficiency of College Women," published in the *Journal of the Association of Collegiate Alumnae* in February, 1910 (Series III, No. 20). Our actual numbers in each group are much

smaller than the number in Dr. Kingsbury's group of teachers, so that in many cases we have reduced her figures and ours to percentages of the respective groups, realizing that percentages lose considerably in authoritativeness where the totals are so small. Only nine of our groups give sufficient explicit information about salaries to justify analysis and discussion. They are as follows: social workers; secretaries; clerks; bookkeepers and office managers; executive workers; scientific workers; editorial workers; and the three professions of librarian, physician, and nurse. These groups include 226 individuals, of whom 172, or 76 per cent, report definitely on salaries. Others make some salary statements but of too incomplete a character to be used in our tables. Of these 172 cases, 16, or nearly 10 per cent, receive salaries below \$700; 38, or 22 per cent, salaries between \$700 and \$900; 48, or 28 per cent, salaries between \$900 and \$1,100; 28, or 16 per cent, salaries between \$1,100 and \$1,300; 7, or 4 per cent, salaries between \$1,300 and \$1,500; 35, or 21 per cent, salaries above \$1,500.

Dr. Kingsbury's corresponding percentages for 290 teachers are 47, or nearly 16 per cent, below \$700; 68, or nearly 24 per cent, between \$700 and \$900; 53, or 18 per cent, between \$900 and \$1,100; 52, or nearly 18 per cent, between \$1,100 and \$1,300; 37, or 13 per cent, between \$1,300 and \$1,500; and 32, or 11 per cent, above \$1,500. Massing these figures, we have 40 per cent in the teaching and 32 per cent in the non-teaching group receiving salaries under \$900; 49 per cent in the teaching and 48 per cent in the non-teaching group receiving salaries between \$900 and \$1,500; and 11 per cent in the teaching and 21 per cent in the non-teaching group receiving salaries of over \$1,500. While the differences are not startling, the salaries at both extremes are favorable to the non-teaching group. In the nine different non-teaching groups appear wide diversities both among and within groups.

TABLE I  
PERCENTAGES OF GROUPS IN TEACHING AND IN NINE OTHER OCCUPATIONS RECEIVING  
DIFFERENT SALARY GRADES

	Number in Each Occupation Reporting on Salaries	\$700 but Under \$900	\$900 but Under \$1,100	\$1,100 but Under \$1,300	\$1,300 but Under \$1,500	\$1,500 and Over	Under \$700
Teaching group.....	290	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Non-teaching group....	172	24	18	18	13	11	16
		22	28	16	4	21	10
1. Social work.....	43	14	35	28	2	14	7
2. Secretarial work....	37	30	35	13	3	11	8
3. Clerical work.....	6	50	33	17	..	..	..
4. Executive work.....	17	6	23	6	..	65	..
5. Scientific work.....	10	10	40	30	..	10	10
6. Editorial work.....	10	30	10	..	20	40	..
7. Library work.....	37	32	19	14	5	8	22
8. Medicine.....	6	..	..	17	17	67	..
9. Nursing.....	6	17	33	..	..	33	17

As the report on teachers' salaries justly points out, bare percentages regarding salary grades mean little unless we know the rate of advancement; that is, the length of time required to reach the higher grades of salary. We have reduced Dr. Kingsbury's table of percentages to compare with our table of the non-teaching occupations. She omits consideration of the group receiving under \$700 as representing an income below a living wage, and we do likewise, making 243 in the teaching and 156 in the non-teaching groups.

TABLE II  
SALARY DISTRIBUTIONS FOR TEACHING AND FOR NON-TEACHING GROUPS IN EACH FIVE-YEAR PERIOD OF SERVICE

Years Working	(Read Down)	\$700 to \$900	\$900 to \$1,100	\$1,100 to \$1,300	\$1,300 to \$1,500	\$1,500 and Over
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
1 to 6.....	Teaching.....	50	29	16	10	6
	Non-teaching.....	81	66	55	50	28
6 to 11.....	Teaching.....	37	43	18	48	19
	Non-teaching.....	15	32	38	33	33.5
11 to 15.....	Teaching.....	9	17	46	27	37.5
	Non-teaching.....	3	2	0	17	19
Over 15.....	Teaching.....	3	11	19	14	37.5
	Non-teaching.....	..	..	8	..	9.5

The results are somewhat surprising. Massing the years of service into two large groups, ten years and under, and over ten years, the following differences emerge between the teaching and the non-teaching reports. Of the teachers receiving salaries of between \$700 and \$900, 87 per cent have been working ten years or less, 12 per cent more than ten years. Of those in the nine other occupations, receiving from \$700 to \$900, 96 per cent have worked ten years or less, 4 per cent more than 10 years. Of those receiving salaries between \$900 and \$1,100, 28 per cent of the teachers and only 2 per cent of the other workers have worked more than ten years. Of those receiving salaries from \$1,100 to \$1,300, 34 per cent of the teachers and 93 per cent of the other workers have worked ten years and under; 65 per cent of the teachers and 8 per cent of the other workers have worked over ten years. Of those receiving salaries from \$1,300 to \$1,500, 58 per cent of the teachers and 83 per cent of the other workers have worked ten years or under; 41 per cent of the teachers and 17 per cent of the others, over 10 years. Of the group receiving \$1,500 and over, 25 per cent of the teachers and 71.5 per cent of the other workers have worked 10 years or less; 75 per cent of the teachers and 28.5 per cent of the other workers have worked over 10 years. These figures reveal two things about the non-teaching occupations as compared with teaching: first, for the lower salary grades, the occupations are more recent in development and therefore fuller of people who have been at work a relatively short time; second, advancement to the higher salaries is more rapid in the non-teaching occupations than in teaching. The fact that the non-teaching occupations are entered largely by the newer generation of college women is shown by the dates of graduation from college of our non-teaching group who specify salaries. Out of a total of 172, 108, or nearly 63 per cent, have graduated since 1900. If the physicians and the librarians were omitted, the proportion of those since 1900 would be still larger. Of 40 persons in social work, for example, 30 have left college since 1900.

Table III, A, B, C, D, E, F, G, H, I, J, shows the distribution by years of service and salaries in teaching and the nine non-teaching occupations. The numbers are so small that the actual distribution has been given rather than the percentages. But study of the tables will reveal some interesting differences among occupations.

Another important point to consider in connection with the income-yielding character of an occupation is the amount of time and money invested in special preparation for it after leaving college. In our nine classified occupations there are 226 persons, and of these, 186, or 82 per cent, report special training after graduation. Dr. Kingsbury's figures for graduate study among her group of teachers are 186 out of 413, or 45 per cent. In this respect, therefore, the non-teaching group has a higher

TABLE III

## A. TEACHING (KINGSBURY TABLE)

TIME AT WORK	\$700 but Under \$900	\$900 but Under \$1,100	\$1,100 but Under \$1,300	\$1,300 but Under \$1,500	\$1,500 and Over	Under \$700	
1 year.....	3	4	2	0	0	Not given	
2 years.....	11	4	0	0	0		
3 years.....	7	2	1	2	1		
4 ys. but under 6 ys..	14	5	6	2	1		
6 ys. but under 8 ys..	10	11	3	6	2		
8 ys. but under 11 ys.	10	12	6	12	4		
11 ys. but under 15 ys.	6	9	24	10	12		
Over 15 years.....	2	6	10	5	12		
Totals.....	69	53	52	37	32		243

## B. SOCIAL WORK

1 year.....	2	1	..	..	2	..	
2 years.....	2	7	1	..	..	2	
3 years.....	1	1	1	..	..	1	
4-6 years.....	..	4	6	1	..	..	
6-8 years.....	..	1	2	..	..	..	
8-11 years.....	..	2	2	..	1	..	
11-15 years.....	..	..	..	..	3	..	
Over 15 years.....	..	..	..	..	..	..	
Totals.....	5	16	12	1	6	3	43

## C. SECRETARIAL WORK

1 year.....	1	1	1	..	..	..	
2 years.....	..	1	..	..	..	..	
3 years.....	4	4	1	1	..	..	
4-6 years.....	5	3	1	..	1	1	
6-8 years.....	..	3	1	..	1	..	
8-11 years.....	1	1	1	..	1	2	
11-15 years.....	..	..	..	..	..	..	
Over 15 years.....	..	..	..	..	1	..	
Totals.....	11	13	5	1	4	3	37

## D. CLERICAL WORK

1 year.....	..	..	..	..	..	..	
2 years.....	..	..	..	..	..	..	
3 years.....	1	..	..	..	..	..	
4-6 years.....	..	..	..	..	..	..	
6-8 years.....	1	2	..	..	..	..	
8-11 years.....	1	..	1	..	..	..	
11-15 years.....	..	..	..	..	..	..	
Over 15 years.....	..	..	..	..	..	..	
Totals.....	3	2	1	..	..	..	6

## E. ADMINISTRATIVE WORK

1 year.....	..	..	..	..	..	..	
2 years.....	..	2	..	..	2	..	
3 years.....	..	..	..	..	..	..	
4-6 years.....	..	2	..	..	2	..	
6-8 years.....	1	..	..	..	4	..	
8-11 years.....	..	..	..	1	1	..	
11-15 years.....	..	..	..	..	1	..	
Over 15 years.....	..	..	..	..	1	..	
Totals.....	1	4	..	1	11	..	17



TABLE III—Continued

## F. SCIENTIFIC WORK

	\$700 but Under \$900	\$900 but Under \$1,100	\$1,100 but Under \$1,300	\$1,300 but Under \$1,500	\$1,500 and Over	Under \$700	
1 year.....	..	..	1	..	..	1	
2 years.....	1	3	2	..	..	..	
3 years.....	..	..	..	..	..	..	
4-6 years.....	..	..	..	..	1	..	
6-8 years.....	..	..	..	..	..	..	
8-11 years.....	..	1	..	..	..	..	
11-15 years.....	..	..	..	..	..	..	
Over 15 years.....	..	..	..	..	..	..	
Totals.....	1	4	3	..	1	1	10

## G. EDITORIAL WORK

1 year.....	..	..	..	..	..	..	
2 years.....	3	..	..	..	..	..	
3 years.....	..	1	..	..	..	..	
4-6 years.....	..	..	..	1	1	..	
6-8 years.....	..	..	..	..	1	..	
8-11 years.....	..	..	..	1	..	..	
11-15 years.....	..	..	..	..	..	..	
Over 15 years.....	..	..	..	..	..	..	
Totals.....	3	1	..	2	4	..	10

## H. LIBRARY WORK

1 year.....	3	..	..	..	..	..	
2 years.....	..	1	..	..	..	1	
3 years.....	3	1	1	1	..	2	
4-6 years.....	4	..	..	..	1	3	
6-8 years.....	1	1	2	..	1	1	
8-11 years.....	..	2	..	..	..	..	
11-15 years.....	1	1	..	1	..	..	
Over 15 years.....	..	1	1	..	1	1	
Totals.....	12	7	5	2	3	8	37

## I. MEDICINE

1 year.....	..	..	..	..	..	..	
2 years.....	..	..	..	..	..	..	
3 years.....	..	..	..	1	..	..	
4-6 years.....	..	..	..	..	..	..	
6-8 years.....	..	..	..	1	..	..	
8-11 years.....	..	..	1	1	..	..	
11-15 years.....	..	1	..	1	..	..	
Over 15 years.....	..	1	..	1	..	..	
Totals.....	..	1	1	4	..	..	6

## J. NURSING

1 year.....	..	..	..	..	1	1	
2 years.....	..	..	..	..	1	..	
3 years.....	1	1	..	..	..	..	
4-6 years.....	..	..	..	..	..	..	
6-8 years.....	..	..	..	..	..	..	
8-11 years.....	..	1	..	..	..	..	
11-15 years.....	..	..	..	..	..	..	
Over 15 years.....	..	..	..	..	..	..	
Totals.....	1	2	..	..	2	1	6

percentage than the group of teachers, a result that we might expect from the fact that a college education has been considered until recently, and with many still is considered, a sufficient preparation for teaching.

In the non-teaching group, moreover, there necessarily appear wider diversities in types of training, and in the amount of time and money spent. There is first the broad general distinction between strictly professional training, such as that taken in a school of philanthropy, a business school, a library school, a school of medicine or of nursing, and advanced academic training represented by graduate work at a college or university. Much of this latter work, it is true, has a direct or indirect bearing upon the occupation to be entered; it is often taken up with the occupation in view. But in character, extent, and cost it is in most cases so unlike the other type that it is necessary to distinguish it. With respect to these two kinds of training, different occupations make widely different demands. Some require—or at least render desirable—one kind; some, the other. It is interesting to note the number of those reporting who have taken both: 32 out of 186, or 17 per cent. Such returns make one realize that college women are seeking to train themselves not only in the necessary technique of their chosen occupation but for a command of its larger aspects that will enable them to become leaders as well as workers.

For the social workers, training under three months in length commonly represents summer courses either at a school of philanthropy or in the summer school of a university. The professional training for secretaries, involving equipment in stenography and typewriting, is seen to be brief, ranging for the most part from three months to a year. The apparent anomaly of six persons reporting four years given to this training is explained by the fact that they are all graduates of Simmons, taking the regular secretarial course of four years and thus securing their technical training together with general undergraduate work. The reports from scientific workers show that the most frequent preparation for such work is graduate study in science. The training of librarians, doctors, and nurses is, of course, professional and of the regulation length demanded in these professions. The returns regarding cost of training are too few and unsatisfactory to tabulate. The lower ranges of cost, those under \$100 or under \$50, represent largely secretarial training or summer courses in social work; the higher, graduate or professional study of a year or over. The figures are not susceptible of exact comparison, since in some cases living and tuition are counted; in others, tuition only.

Table IV sums up the facts that we have ascertained regarding further study.

TABLE IV  
A. WORKERS IN NINE NON-TEACHING OCCUPATIONS REPORTING PROFESSIONAL AND ACADEMIC GRADUATE STUDY

	Total in Group	Total Report- ing on Further Study	Profes- sional Study	Aca- demic Study	Both	Self- taught	Private Lessons	No Training
Social work.....	59	40	30	10	9	..	..	..
Secretarial work.....	41	38	22	3	5	3	2	3
Clerical work.....	7	4	3	1	..	..	..	..
Executive work.....	17	16	3	10	1	1	1	..
Scientific work.....	14	11	..	6	4	..	1	..
Editorial work.....	10	4	..	2	..	..	1	..
Library work.....	44	40	24	..	8	..	3	5
Medicine.....	16	16	11	..	5	..	..	..
Nursing.....	9	8	8	..	..	..	..	..
Total.....	226	186	101	32	32	4	8	8

TABLE IV.—Continued

## B. TIME SPENT IN PROFESSIONAL AND ACADEMIC GRADUATE STUDY IN NINE NON-TEACHING OCCUPATIONS

(In this table a person having both academic and professional study is counted twice.)

		Under 3 Months	3 to 6 Months	6 to 11 Months	1 Year	2 Years	3 Years	4 Years	Over 4 Years	Time Not Specified
Social work.....	Professional.....	10	2	2	12	6	6	1	..	..
	Academic.....	4	2	2	3	7	2	..	..	..
Secretarial work.....	Professional.....	4	7	3	..	..	6*	..	..	..
	Academic.....	..	..	..	..	..	..	..	..	..
Clerical work.....	Professional.....	..	1	1	..	..	..	..	..	..
	Academic.....	..	..	..	..	..	..	..	..	..
Executive work.....	Professional.....	..	..	..	2	2	..	..	..	..
	Academic.....	..	..	..	..	..	..	..	..	..
Scientific work.....	Professional.....	..	1	..	5	1	2	..	1	..
	Academic.....	..	2	..	6	1	..	1	..	..
Editorial work.....	Professional.....	..	..	..	1	..	..	..	..	..
	Academic.....	..	..	..	..	..	..	..	1	..
Library work.....	Professional.....	1	..	..	19	6	1	5	..	..
	Academic.....	..	..	..	..	3	3	..	..	..
Medicine.....	Professional.....	..	..	1	2	2	7	3	2	1
	Academic.....	..	1	..	2	..	2	..	..	..
Nursing.....	Professional.....	..	..	..	..	2	4	1	1	..
	Academic.....	..	..	..	..	..	..	..	..	..
Total.....		19	17	8	64	31	27	18	4	9
										198

\* Secretarial training taken as part of four years' undergraduate course at Simmons College.

Another matter of interest in relation to amount of salary and rapidity of advancement is that of previous occupation. It is commonly held that the non-teaching occupations attract the restless in mind and those worn out with teaching or dissatisfied with it for some reason or other. Likewise it is asserted that there is considerable instability within the non-teaching group, individuals moving frequently from one occupation to another. The schedules studied present some evidence in support of these views, but also evidence on the other side. It is difficult, if not impossible, to estimate the amount of transfer within the non-teaching occupations. Many occupations are closely allied, with overlapping equipment and requirements; and an apparent change may be really in the nature of promotion, a new position for which the preceding work directly prepared, rather than a new occupation. In the non-teaching occupations perhaps even more than in teaching, often the best training comes through apprenticeship by means of a small position in a field identical or allied with the work undertaken later. Out of 172 reporting in the nine occupations, 85 have had previous occupations and 63 of these, or 74 per cent, have been teachers.

A small body of exact information has been secured through the schedules in answer to the question: "How did you secure employment in your present position?" Table V presents the results for the six occupations of social worker, secretary, clerk, executive worker, scientific worker, and editorial worker. The newness of the occupations and the varieties of work included under them are strikingly brought out by the small number of regular channels mentioned through which such work was secured and the large number of individuals who found employment by personal application or through the recommendation of personal acquaintances and friends. It must be remembered that this information was secured in 1911, when only one city vocation bureau was in existence instead of the three at present co-operating in the placing of college women. The college appointment bureaus are seen to be doing their share in the placing of people in non-teaching occupations, although their work is commonly supposed to be almost exclusively in the placing of teachers. Furthermore, in some

lines, notably in scientific work, it is evident that the science departments of the college in which the individual has had her education are frequently appealed to for the recommendation of candidates for positions.

TABLE V  
MODES OF SECURING EMPLOYMENT IN SIX NON-TEACHING OCCUPATIONS

TYPE	INVITATION	APPLICATION	PERSONAL RECOMMENDATION	COLLEGE			PROFESSIONAL SCHOOL	PREVIOUS WORK		CIVIL SERVICE	AGENCIES	VOCATION BUREAUS	ANSWERING ADVERTISEMENTS
				Department	Appointment Bureau	Unspecified		Paid	Volunteer				
Social work.....	13	11	14	2	..	2	3	3	1	2	2	..	..
Secretarial work.....	3	3	8	..	7	..	6	2	1	..	1	2	1
Clerical work.....	..	1	2	..	1	..	..	1	..	..	..	..	1
Executive work.....	6	2	2	1	1	..	..	1	..	1	..	2	..
Scientific work.....	1	..	4	6	..	..	..	..	..	1	..	..	..
Editorial work.....	2	5	5	..	1	..	..	4	..	..	1	..	1
Total.....	25	22	35	9	10	2	9	11	2	4	4	4	3
Percentages.....	19	17	27	16			9	10		3	3	3	2

The remaining replies of the schedules have been grouped, and furnish a body of interesting and often illuminating suggestion and comment, but in the opinion of the committee it has not been practicable or desirable to attempt to reduce the material to tabular or statistical form. It is just here, however, that one gets the real human flavor of the reports, and realizes that one is dealing with individual workers, grappling with the problems of many new kinds of work according to their personal temperaments and training. We have been impressed and not infrequently amused by the shrewdness and pithiness of some of the remarks made. The college woman is justified afresh as a human being and a citizen.

This material groups itself as: (1) suggestions to prospective workers from actual occupational experience as to best types of equipment and best modes of entering the occupation; (2) statements as to whether the openings in different occupations are fixed, increasing, or decreasing; (3) opinions regarding the advantages and disadvantages of different occupations; (4) statements of those shifting from one occupation to another as to their reasons for change; and (5) opinions as to qualifications, professional and personal, that are requisite or at least desirable in different occupations. It will be seen at once that much of such material is a matter of personal estimate and opinion, and also, that many of the topics discussed overlap. Nevertheless, the marshaling of just such individual reactions discloses certain marked uniformities and tendencies.

1. The suggestions to prospective workers about training and ways of securing employment naturally follow closely the personal experiences of those giving the advice. It is noticeable, however, that many who have secured their training and positions only through individual effort suggest easier and more explicit methods, such as courses in professional schools. The advice regarding equipment and modes of securing employment overlaps so constantly that it is impossible to treat the two separately. There is considerable difference of emphasis in the different fields, but in general the points stressed are good general education, good special training, practical experience in small and poor-paying positions as stepping-stones to better

positions, and securing employment through personal application, registration with the professional school at which training has been taken, with a good business agency, or with a vocation bureau, and in a few cases advice to take civil service examinations and to answer advertisements. Social workers, secretaries, and clerks especially stress professional training at schools of philanthropy and business schools respectively. Social workers emphasize apprenticeship through volunteer work, residence in a settlement, small-paid positions, etc., as well as knowledge of labor laws and general social and economic facts and principles. Secretaries speak of the value of familiarity with modern languages, scientific and engineering terms, etc., according to the special character of their employment; and reiterate the necessity of securing experience in actual business conditions through small office positions. Librarians, physicians, and nurses, the more strictly professional group, naturally all stress professional training and securing employment through recommendation of the training school, civil service examinations, and acquaintance with prominent people in their lines.

On the other hand, the scientific workers and to a less degree the editorial, literary, and administrative workers stress academic work of graduate character. Several scientific workers speak of the advantages of training in drawing and in photography. The executive group, which represents a winnowing-out from various occupations of those of marked executive ability, naturally speak much of previous teaching and administrative experience, power of speaking in public, and specialized study of the various lines of work which they are organizing and administering. The editorial workers, as is to be expected, stress natural talent, good general education, facility in use of English, variety of interests, knowledge of the technique of the publishing and editing business, etc. They have little to say about definite modes of entering the occupation, save as their own varied personal experiences show that it is largely a matter of personal application and personal recommendation. One woman says: "I took a course in stenography by correspondence in 1889, and this one thing helped me more in getting a start than all the college courses put together. It would not now, however, be the advantage it was twenty years ago. As to my newspaper training, that came in offices under men who knew what they wanted and how to get it, and who would have advanced me just as fast if I had had only a high-school education. What effect the college did have was rather disadvantageous than otherwise, owing to the fact that when I was in college a hard-and-fast course was prescribed, and no particular effort was made to give a student the training which fitted her temperament and ability. Men of business take college girls and pay them wages while teaching them things that the college ought to have taught them, and was paid to teach them, and didn't. This happens every day about this time of year."

The associate editor of one of the leading magazines makes the following pertinent remarks about applicants for editorial positions: "The publishing houses are constantly besought by college graduates in letter and interview for positions at 'editorial work.' Such applicants are unaware that a publishing house is a commercial institution and not a 'literary' one; and that the work to be done there is mostly clerical work. The number of editorial places proper is so comparatively small as to be prohibitive; and they are not filled from any list of applicants, as other positions might be, but from direct knowledge on the part of executives. In other words, you cannot 'apply' to be an editor. Frankly, I am at a loss to know how to advise those who desire to place themselves in this work. Writing and publishing will help, but for ten thousand writers there can be only one editor. Newspaper training will help, but it cannot offer direct promotion into this field. Taking any minor 'job' in

a publishing house may help, but it is by no means sure to, since years and years may go by without a vacancy, and then that vacancy be filled by someone fitter. As I answer two dozen people in each week, perhaps, who ask me these questions, the fact is clear that conditions in this field are not understood. If they were, much fruitless effort would be spared many girls—and women—who long to be editors."

The writers, likewise, stress natural talent, full and varied education and experience of life, and personal efforts in submitting books to publishers.

2. The view that opportunities for women are increasing in the non-teaching fields is overwhelming among the women already in these fields. Of 193 replying, 157 answer affirmatively. The scientific workers indicate that the present demand is small but will increase in the future with the increase in the supply of highly trained women. The editorial workers are most doubtful, 5 out of 8 qualifying their statement about an increase and one being of the opinion that there is a reaction against women in this field. A number in all the occupations reiterate the old maxim that there is always room at the top, and cite positions that have gone begging for lack of the right persons to fill them. Of the other replies, 14 are doubtful, 19 report that the opportunities are practically fixed, and 3 that they are decreasing. But the assertions about fixed opportunities often refer to openings in a special position rather than to similar opportunities in the same line of work.

3. The estimates of advantages and disadvantages fall into certain main classifications on both the plus and minus sides of the account, such as intellectual, social, financial, and physical advantages and disadvantages. Emphasis differs according to the special type of occupation; but there are broad similarities throughout the groups. It is worthy of note that many of the replies make a distinction between the social advantages within their work, that is, the character of employers and fellow-workers, and the opportunities for outside social intercourse. Moreover, the shifting senses of the word "social" are evident. The same distinction is drawn between the intellectual opportunities afforded by the work itself and the time and opportunity left for outside intellectual interests. There is frequent complaint that there is not time nor strength for outside life and interests on account of the long hours and the exacting nature of the occupation. One is forced to question whether the college woman in the non-teaching occupations is not carrying over to them academic standards with regard to vacations and hours; perhaps, even more fundamentally, the traditions of the leisure woman. It might, indeed, be well if all of us, men and women, in definite paid employments had larger opportunities for relaxation, recreation, and social and intellectual stimulation, but it seems safe to say that men accept more as a matter of course the limitations imposed by their work, and are more ready to find their interests and social relations within it rather than apart from it. On the other hand, it may be said that women to a large extent occupy subordinate positions with more emphasis upon routine and less upon the side of initiative and responsibility, and therefore need a fuller outside life. Yet it is significant that the social and intellectual advantages of the work itself are frequently spoken of in all the occupations, including such specified points as variety, contact with large measures and big people, independence and sense of responsibility, chances for growth; and that large salaries, definite hours, and greater ease of work are mentioned by relatively few. Among the disadvantages low salaries hold a prominent place, together with monotony of work, long hours, and lack of outside life. The social workers find special disadvantages in the strain upon health and sympathies; the secretaries in the routine and ungenial character of much of their work; the editorial group in economic uncertainty and long hours. In general, the replies show how much depends on personal attitude

toward work, since the same conditions are listed now as advantages, now as disadvantages.

4. The reasons for change of occupation fall under certain broad headings. Personal preference for the new work and interest in it, uncongeniality of previous work; opportunity for greater variety, broadness of view, or professional advancement are the reasons most frequently given. Health, financial, and geographical reasons are next in importance. The geographical reasons are of two kinds: the necessity of being at home or the desire to be in some special part of the country, as California, or in some special city, as New York. Last, come scattering statements as to shorter hours, less responsibility, greater freedom, superior social advantages, etc. The statements about changing for more money are nearly always qualified by some other reason, such as greater congeniality of work.

5. The comments on qualifications bring together an impressive array of adjectives, referring, however, mostly to a few main types of fitness. Tact and adaptability are mentioned most often; accuracy and capacity for detail, robust physical health, capacity for hard work, common-sense, good judgment, patience, enthusiasm for the special type of work occur with great frequency. Social workers stress sympathy without sentimentality, liking for all sorts of people, and a sense of humor. Secretaries stress accuracy, ability to master details, speed, concentration under all conditions, willingness, discretion, loyalty to employers. Executive workers stress organizing ability, judgment, sense of justice, broad sympathies. Scientific workers stress the research spirit, patience, accuracy. Editorial workers stress the ability to take chances and to see opportunities in time, the critical sense, initiative. The diversity of qualifications given by the editorial workers and their apt and happy phrasing of these qualifications point to the conclusion that these women have found the right occupation.

Of the miscellaneous group of 45, it is difficult to speak except by describing individual cases, which the length of this report forbids us to do except in the most cursory way. Some of these women are in salaried positions; others are in business for themselves or with members of their families, or carrying on inherited businesses. Few make statements about salary or income. Among those reporting there are wide diversities. The incomes given range from \$1,000 to \$2,000, with one gross income of \$25,000 from a fruit farm with a large invested capital. Of the three statisticians, 1 reports no additional training; 1, a course at a business school; and 1, who holds a responsible position with one of the largest industrial statistical organizations of the country and who is the only one to be called a statistician in the full sense, a year's course at Simmons in institutional management and a course of lectures under a leading statistical expert. She recommends work in economics, mathematics, finance, and a technical knowledge of graphics.

Of the three lawyers, one reports a year of graduate work for the Master's degree and two years in a university law school; another, two years' work at a law school; and the third, two years of graduate work and two years at a law school. Of the three farmers, none reports special training in agriculture, but two advise a course at a good agricultural college; one also practical work on national and state reports on agriculture.

Of the three interior decorators, two took a course of three years at a school of applied design; one worked for a year at a similar school, took a summer course in design at a university, and had a summer in a Paris studio, as well as a six months' tour studying famous European houses.

Of the two artists, one reports two years at a school of normal arts and two years

at a school of fine arts; the other, recently out of college, reports two years of work at schools of fine arts. Their advice is continued study under the best masters.

Of the two actresses, one reports two years at a school of dramatic art; the other, about four months of graduate study at a university, part of a year at a school of music and dramatic art, and private work in singing for the rest of the year.

The manager of a "laboratory kitchen" for the scientific making of jams, jellies, preserves, and marmalades reports no training beyond the sciences of the college course, but advises special work in chemistry, or a special course in domestic science, if it can be found. She says that the ordinary courses in both subjects hardly touch upon this branch of cooking. In the same way, the manager of a small summer hotel, a family property, advised training in domestic science.

The landscape architect gives as her only training her undergraduate work in horticulture and landscape gardening and immediate apprenticeship in a good office. In her advice about equipment, however, she mentions courses at various universities and the two horticultural schools for women, at Groton, Mass., and at Ambler, Pa., although she lays special stress on practical apprenticeship.

The rose-grower gives no training except apprenticeship with her father, but advises training at some horticultural school, and practical work with an experienced grower. She stresses the fact that rose-growing for profit is practically running "a factory the output of which is roses."

The worker in jewelry and metals reports a year's apprenticeship under a professional jeweler and metal-worker and two years more of work in drawing, modeling, enameling, and making of jewelry under the best masters obtainable.

The civil engineer reports taking the regular manual training course for boys in her secondary school and a four years' course in civil engineering in the technical school of a large university.

The architectural draftsman took, after leaving college, the full course in architecture at the Massachusetts Institute of Technology.

In general, the miscellaneous group shows that few occupations are closed to the individual college woman if inclination or necessity lead her to enter upon them. But for the most part it reveals little as to the existence of real opportunities for other women in these occupations. Outside information throws far more light than do our schedules upon actual conditions in such occupations as those of lawyer, farmer, and interior decorator.

In conclusion, we may say that a number of interesting and promising fields of work upon which college women have entered are not represented at all in our report. But we hope that the material which we have collected and classified may pave the way for more complete studies and may for the present, at least, serve as a convenient, if incomplete, source of information for the young graduate or undergraduate seeking light upon future occupations and also for the mature person who is trying to give her wise advice and guidance with some support of fact.

The results of our study may be summarized as follows:

1. Eighty-four per cent of our replies are from women in the following 10 groups: social workers, librarians, secretaries, editorial workers, executive workers, physicians, scientific workers, writers, trained nurses, and office managers, clerks, and bookkeepers, leaving 16 per cent in scattering occupations.

2. Comparing them with Dr. Susan M. Kingsbury's study of the salaries of college women in teaching, we find that the non-teaching occupations show, on the whole, a better salary standard.

3. Advancement to the higher salary grades is considerably more rapid in the non-teaching occupations than among teachers.



4. More frequent special training after graduation from college is found in nine of our groups; 82 per cent report some such training as against 45 per cent in Dr. Kingsbury's group of teachers.

5. Such further training among women in non-teaching occupations is either strictly vocational or more broadly academic. The vocational training rarely lasts more than a year, save in the professions of physician, librarian, and nurse, and in most cases is from three months to a year.

6. A considerable number of women in non-teaching occupations have had previous experience in other lines of work, chiefly in teaching.

7. Women in non-teaching occupations have hitherto secured their positions largely through personal application or upon recommendation of friends. At present there is indication of a growing reliance upon professional schools, college appointment bureaus, and vocation bureaus, and upon college departments, especially for science positions.

8. Women in non-teaching occupations are overwhelmingly of the opinion that opportunities are increasing in these fields, although scientific workers say that the increase is slow, and editorial workers are doubtful.

9. The comments on advantages and disadvantages of occupations suggest that college women carry over into non-teaching occupations certain academic and even leisure-class standards regarding hours, vacations, and outside interests.

## A REPORT ON THE STATUS OF WOMEN IN THE CLASSIFIED CIVIL SERVICE OF THE UNITED STATES GOVERNMENT IN THE DISTRICT OF COLUMBIA

COMMITTEE ON VOCATIONAL OPPORTUNITY OF THE WASHINGTON  
BRANCH

LAURA DANA MORGAN

The following report deals with women employed in the classified civil service of the United States government in the District of Columbia, that is, those who have been appointed after competitive examination, or who occupied positions when they became subject to examination upon the passage of the civil service act in 1883.

The Library of Congress does not belong to the classified service, but was included for the reason that it has among its employees a large percentage of the college women employed in Washington. The appointments to the library are not made by examination, but the law provides that the employees in the library service shall be selected by the Librarian of Congress solely with reference to their fitness for their particular duties.

No attempt was made to confine the investigation to positions filled by college women, the classification being made on the basis of salary. The lowest salary considered is \$720. Some positions by their nature require college training. In other cases, the secretary of the Civil Service Commission is authority for the statement that, other things being equal, the college graduate is given the preference and can be relied upon to advance more rapidly.

With the constant opening of new lines of scientific activity on the part of the government the number of opportunities for college and scientifically trained men and women is steadily increasing.

In the ordinary positions government salaries are considerably higher than commercial salaries, while in technical, scientific, and administrative positions the salaries are often much lower. Table 26 of Census Bulletin 94 gives as the average salary for women in the clerical class \$950, which exceeds that for any of the other classes except the executive. In general the position of stenographer and typewriter is most elastic, as it leads to the private secretariats, among the highest-salaried

positions open to women. A knowledge of stenography and typewriting is an asset, even when an applicant has good educational qualifications, and frequently makes promotion more rapid.

The various government bureaus differ greatly in the opportunities which they offer to women. In some, practically all positions are open to women if they have the necessary qualifications; in others, women are rarely or never employed. The law provides that women may be appointed to any of the clerkships "upon the same requisites and conditions and with the same compensation as are prescribed for men," but in the discretion of the head of the department. This privilege is frequently exercised, especially in the case of positions requiring confidential service. However, the president of the civil service commission reports: "Whatever inequality between the sexes is found in the numbers appointed arises from the needs and conditions of the service itself and not from any provision of rules or restrictive action of the commission." The Treasury Department reports: "In general women have an equal chance with men as far as original appointments are concerned," although "there are certain classes of places in which women are naturally and perhaps necessarily discriminated against, such as professional and technical positions and positions requiring manual strength and dexterity. On the other hand men are practically excluded from many counting places. In the Bureau of Engraving and Printing the lines of cleavage between the sexes are pretty clearly drawn, depending upon the character of the work, and there is little chance for discrimination for or against either sex. The majority of women in this bureau are operatives and printers' assistants working at salaries below \$900 a year. Women are better adapted than men for money counting, money-order assorting, and the work of printers' assistant, possibly also certain kinds of clerical work. There is very little demand, if any, in the Treasury Department for women of college or special training. The demand for special training is mostly confined to stenography and typewriting which can hardly be classed as special training in these days."

Census Bulletin 94 on "Statistics of Employees in the Executive Civil Service for 1907," which furnishes the latest comprehensive figures available, shows the proportion of women to men in the various bureaus. A few tables are appended, giving some comparative figures with reference to numbers employed, character of work, and compensation. Of the classification according to occupation, the first 4 classes practically include the women in the present survey, as no women were employed in the miscellaneous class in the district, while in the subclerical class 85 per cent receive a compensation of less than \$720.

With the exception of a few special positions which are exempt from competitive examination, all appointments to the government service are made from the lists of the Civil Service Commission. The commission holds examinations at stated periods and those who pass are put on the list of eligibles. An appointment is made by the head of a department who selects one name from the list of three available eligibles, whose rating on the examination papers is highest. The act of furnishing the names of three eligibles by the commission is technically called certification. Appointments are made to the lowest grade of a bureau, usually at a salary of \$720 or \$840 for clerical work, but a number of positions have their salaries fixed by law, for instance those requiring scientific or special training.

The civil service law requires that positions in the departments at Washington shall be apportioned among the states and territories on the basis of population, and when such positions are to be filled, eligibles from the first state in order are certified. Under the law nothing can change the certification of a name in the order of its standing on the register. A person who resides in a state which has received its full quota of

appointments has little or no prospect of obtaining an appointment in the departments at Washington as bookkeeper, clerk, or skilled laborer. The more distant states and the territories have received so much less than their quota that eligibles from these states and territories, with proper qualifications, have very good prospects for appointment in the departmental service. It is well for one desiring to enter the government service to accept the first position offered, at whatever salary or in whatever department, trusting to promotion or transfer to more congenial work. Otherwise it is exceedingly difficult to obtain an appointment.

Advanced positions in the bureaus are filled by promotion according to length of service, efficiency, and the special needs for any given position, sometimes by examination. In some bureaus efficiency records are already maintained, and these will be kept throughout the classified service in the District of Columbia as soon as the new efficiency rating law can be put into effect. This law, which was passed by the last Congress, is regarded as of great importance to the classified employees in Washington. It provides that the Civil Service Commission shall establish a system of efficiency ratings based upon records kept in each department and independent office with suitable frequency. Such a system provides a minimum rating which must be attained by an employee before he may be promoted, a rating below which he may not fall without being demoted, and a rating below which he may not fall without being dismissed for inefficiency. All promotions, demotions, or dismissals are governed by provisions of the civil service rules.

Most of the bureaus report that "women are given due consideration in the question of advancement." The Treasury Department says: As to promotions, women "do not stand an equal chance with men but there is a nearer approach to equality than was formerly the case and the discrimination against women is very much less pronounced than it was before the civil service law went into effect. It is not now an uncommon thing for women to reach the higher grades in the service, while thirty years ago they were practically confined to the \$900 and \$1,000 grades."

The departmental service offers some peculiar advantages. The government allows its employees annual vacation leave of 30 working days and sick leave of 15 days, on a physician's certificate. Both vacation and sick leave, however, are at the discretion of the chief of the bureau. The daily hours are from 9:00 to 4:30, but overtime work is often necessary and it is without compensation. Half-holidays are allowed during the summer months.

There are many educational facilities in Washington available to government clerks. George Washington University, the National Law School, and the Washington College of Law, all open to women, have late afternoon and evening classes for their benefit, and many of the lectures and concerts of the city are held as late as 4:30.

On the other hand, the cost of living is rather high. The minimum expense per month for board and room in a good locality in Washington is about \$30. For laundry at least \$5 per month should be allowed.

The government has as yet no system of old-age pensions, although there has been for some years much discussion of the subject. The outlook is not especially hopeful.

All applications for the classified service should be made to the Civil Service Commission. A *Manual of Examinations*, revised semiannually to January 1 and July 1, is furnished upon request and contains all information applicants need concerning the filing of applications and the examinations mentioned therein.

The following tables, correct to April, 1912, were compiled from answers to letters sent to bureau heads, chiefs of divisions, and in some instances heads of departments. The figures are official as far as they go, but are not complete for all the departments,

## Women in the Classified Civil Service of the U.S. Government 91

nor is there strict uniformity in classification. For instance, a person engaged in stenography and typewriting may be reported by one office as a stenographer and typewriter and by another as a clerk.

### DEPARTMENT OF STATE

Bureau	No. of Women	Position	Salary
Whole department.....	33	Clerks, stenographers, and typewriters	\$ 900-\$1,600
Division of Far Eastern Affairs.....	No women employed	.....	.....
Division of Near Eastern Affairs.....	No women employed	.....	.....
Diplomatic Bureau.....	4	Amanuenses and copyists	900- 1,200
Bureau of Trade Relations.....	4	Librarian, stenographer, executive clerk, editorial assistant	1,000- 1,600

### DEPARTMENT OF WAR

Whole department.....	146	Clerks, stenographers, typewriters	\$900-\$1,800
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### DEPARTMENT OF NAVY

Yards and Docks.....	3	Clerk, stenographer, typewriter	\$1,000-\$1,200
Bureau of Ordnance.....	1	Copyist	\$1,000
Construction and Repair.....	5	Clerks, typewriters	\$1,000-\$1,400
Bureau of Steam Engineering.....	1	Clerk	\$1,200
Office of Naval Intelligence.....	2	Index clerk, translator	\$1,300-\$1,400
Office of Judge Advocate General.....	1	Stenographer and typewriter	\$1,300
Naval Observatory*.....	3	Astronomical computers	\$1,200-\$1,400

\* Examinations limited to males for past several years.

### DEPARTMENT OF JUSTICE

Whole department.....	44	Clerks	\$900-\$1,800
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### POST-OFFICE DEPARTMENT

Whole department.....	25 per cent of total of 1,400	Clerks, draftsmen, map copyists	\$900-\$1,800
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### TREASURY DEPARTMENT

Secretary's Office.....	77	Expert money counters, assorter of bonds, clerks	\$ 720-\$1,800
Treasurer's Office.....	139	Expert money counters, clerks	700- 1,800
National Bank Redemption Agency.....	165	Expert money counters, clerks	700- 1,800
Register of the Treasury.....	21	Expert money counters, clerks	900- 1,200
Comptroller of the Currency.....	53	Expert counters, clerks	700- 1,800
Life Saving Service.....	5	Clerks, stenographer and typewriter	900- 1,600
Office Supervising Architect.....	30	Clerks, administrative clerk, technical clerk, architectural draftsman	1,000- 2,000
Internal Revenue Bureau.....	109	Clerks, law clerk	900- 1,800
Comptroller of the Treasury.....	4	Clerks, expert accountant	1,000- 2,000
Disbursing Clerk.....	4	Clerks	1,200- 1,400
Director of the Mint.....	2	Clerks	1,200- 1,500

## DEPARTMENT OF INTERIOR

Bureau	No. of Women	Position	Salary
General Land Office.....	"A large number"	Clerks, stenographers and typewriters, examiners and adjusters of cases	\$660-\$1,600
Patent Office.....	266	Copyists, clerks, stenographer, examiner of applications for trade-marks and designs, translator, assistant examiner*	720- 1,800
Pensions.....		Clerks, stenographers, examiners of claims, translator, commissioner's secretary	900- 1,800
Office of Indian Affairs.....	47	Copyists, stenographers, clerks, examiners of accounts and claims	900- 1,400
Education.....	20	Library assistants, copyist, stenographer and typewriter, clerk, specialist on foreign educational systems	800- 1,800
Geological Survey.....	..	Cataloguers, draftsmen, clerks, bookkeeper, editorial clerk, librarian	720- 2,000
Reclamation Service.....	Few	Clerks, stenographer and typewriter	900- 1,200
Mines.....	..	Clerks, stenographer and typewriter	\$60 a month to \$1,620 per annum

\* Eligible for promotion to \$2,700.

## DEPARTMENT OF AGRICULTURE

Weather.....	12	Clerks	\$ 600-\$1,800
	3	Scientific assistants	300- 840
Animal Industry.....	..	Clerks, stenographers, typewriters	720- 1,400
Plant Industry.....	..	Clerks, librarians	600- 1,080
		Scientific assistants	840- 2,000
Forest Service.....	..	Clerks	720- 1,800
		Scientific assistants, librarians	1,000- 1,400
		Artists, draftsmen, topographic workers	900- 1,400
Chemistry.....	..	Clerks	900
		Scientific assistants	1,300- 1,800
Soils.....	..	Clerks	840- 1,200
		Draftsmen	900- 1,200
Entomology.....	..	Clerks	600- 1,400
		Draftsmen, preparators, librarian	960- 1,400
Biological Survey.....	..	Clerks, chief clerk	900- 1,800
Division of Accounts and Disbursements.....	11	Clerk	900- 1,600
Division of Publications.....	105	Skilled laborers, clerks	720- 1,400
Statistics.....	..	Statistical and research clerks	960- 1,400
		Stenographers, typewriters	600- 1,200
Library.....	19	Librarians, stenographers, and typewriters	840- 2,000
Office of Experiment Stations.....	..	Clerks, librarians	1,080- 2,000
		Temporary scientific workers	.....
Office of Public Roads.....	..	Stenographers, typewriters	720- 1,200
		Lecturer	1,200

## DEPARTMENT OF COMMERCE AND LABOR

Corporations.....	No women employed	.....	.....
Manufactures.....	7	Stenographers, clerks, translator	\$ 900-\$1,400
Labor.....	20	Clerks, stenographers, librarian, private secretary, special agents	900- 2,000

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DEPARTMENT OF COMMERCE AND LABOR—Continued

Bureau	No. of Women	Position	Salary
Lighthouses.....	11	Clerks, stenographers, typewriters (keepers of lighthouses not included)	\$ 720-\$1,320
Census.....	255	Clerks	720- 1,800
Coast and Geodetic Survey	10	Clerks, computer	720- 1,600
Statistics.....	No women employed		
Steamboat Inspection.....	No women employed		
Fisheries.....	..	Clerks, stenographers, typewriters	800- 900
Navigation.....	6	Clerks	1,000- 1,600
Immigration and Naturalization.....	..	Clerks, matrons, interpreters	720- 900
Standards.....	1	Laboratory assistant	900- 1,200

CIVIL SERVICE COMMISSION

Whole Department.....	33	Examiners, stenographers, typewriters	\$ 720-\$1,600
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SMITHSONIAN INSTITUTION

International Exchanges.....	3	Clerk, cataloguers	\$ 900-\$1,080
Bureau of American Ethnology.....	5	Clerks, librarian, ethnologist	900- 1,800
International Catalogue of Scientific Literature.....	4	Cataloguer, clerks, classifier	720- 1,620
Astrophysical Observatory.....	1	Computer	1,140
United States National Museum.....	22	Cataloguers, stenographers, clerks, recorder, assistant curator	720- 1,680
Zoological Park.....	No women employed		

LIBRARY OF CONGRESS

Whole Department.....	About half of a total of 332	Chiefs of division Assistants Subordinates	\$2,000-\$4,000 1,400- 3,000 360- 2,000
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GOVERNMENT PRINTING OFFICE

Whole Department.....	67	Clerks, cataloguers, librarian, matron, cataloguer in charge Counters, examiners, copyholders, compositors, proofreaders, linotype and monotype operators	\$720-\$1,800 25 cents to 60 cents per hour
	162		

*Tables taken from Census Bulletin 94*

STATISTICS OF EMPLOYEES EXECUTIVE CIVIL SERVICE OF UNITED STATES 1907

TABLE II.—DISTRIBUTION BY CHARACTER OF WORK, CLASSIFIED BY SEX

CHARACTER OF WORK	NUMBER			PERCENTAGE DISTRIBUTION		
	Total	Male	Female	Total	Male	Female
All classes.....	25,351	17,093	7,358	100.0	100.0	100.0
Executive.....	769	754	15	3.0	4.2	0.2
Professional, technical, and scientific.....	2,339	2,163	176	9.2	12.0	2.4
Clerical.....	10,332	7,040	3,292	40.8	39.1	44.7
Mechanical.....	2,916	2,840	76	11.5	15.8	1.0
Subclerical and manual labor.....	8,898	5,099	3,799	35.1	28.3	51.6
Miscellaneous.....	97	97	....	0.4	0.5	....

## Association of Collegiate Alumnae

TABLE 13.—DISTRIBUTION BY SEX, CLASSIFIED BY CHARACTER OF WORK

Character of Work	Percentage Male	Percentage Female
All classes.....	71.0	29.0
Executive, professional, technical, and scientific.....	98.0	2.00
Clerical.....	92.5	7.5
Mechanical.....	68.1	31.9
Subclerical and manual labor....	97.4	2.6
Miscellaneous.....	57.3	42.7

TABLE 20.—DISTRIBUTION BY COMPENSATION, CLASSIFIED BY SEX

Compensation	Percentage Male	Percentage Female
At least \$720.....	100.0	100.0
\$ 720 but less than \$ 840....	12.3	13.7
840 " " " 900.....	3.5	3.0
900 " " " 1,000.....	36.8	15.5
1,000 " " " 1,200.....	12.3	20.0
1,200 " " " 1,400.....	24.1	31.5
1,400 " " " 1,600.....	14.4	11.6
1,600 " " " 1,800.....	8.6	3.8
1,800 " " " 2,000.....	7.9	0.9
2,000 " " " 2,500.....	5.8	0.1
2,500 and over.....	4.3	*

TABLE 21.—PERCENTAGE DISTRIBUTION BY SEX, CLASSIFIED BY COMPENSATION

	Percentage Male	Percentage Female
All classes..	71.0	29.0
	78.8	21.2
	82.6	17.4
	64.7	35.3
	71.7	28.3
	76.0	24.0
	83.8	16.2
	90.3	9.7
	97.9	2.1
	99.4	0.6
	99.8	0.2

\* Less than one-tenth of 1 per cent.

TABLE 21—Continued

Approximate average compensation of employees of known compensation in District of Columbia. Male, \$1,079; female, \$837.

COMPENSATION	APPROXIMATE AVERAGE COMPENSATION		
	Total	Male	Female
All classes.....	\$ 948	\$ 960	\$ 804
Executive.....	1,083	1,091	1,353
Professional, etc.....	1,375	1,388	871
Clerical.....	953	953	950
Mechanical.....	959	962	814
Subclerical.....	711	728	615
Miscellaneous.....	1,211	1,230	844

TABLE 28.—DISTRIBUTION BY DEPARTMENT, CLASSIFIED BY SEX

DEPARTMENT, BUREAU, OR OFFICE	NUMBER			PERCENTAGE	
	Total	Male	Female	Male	Female
Executive Office.....	43	42	1	....	....
Department of State.....	164	135	29	82.3	17.7
Treasury Department.....	3,533	2,271	1,273	64.1	35.9
Bureau of Engraving and Printing.....	3,501	1,600	1,901	45.7	54.3
War Department.....	1,515	1,339	176	88.4	11.6
Department of Justice.....	1,603	1,471	222	86.9	13.1
Post-Office Department.....	1,088	1,592	396	80.1	19.9
Navy Department.....	765	702	63	91.8	8.2
Department of Interior.....	3,041	2,904	1,037	73.7	26.3
Department of Agriculture.....	7,224	6,534	690	90.4	9.6
Department of Commerce and Labor.....	2,631	2,232	399	84.8	15.2
Civil Service Commission.....	180	139	41	77.2	22.8
Government Printing Office.....	3,599	2,722	877	75.6	24.4
Smithsonian Institution.....	310	271	39	87.4	12.6

# **NOTICE TO MEMBERS**

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It is the purpose of the Association of Collegiate Alumnae to publish from time to time a series of bulletins prepared by the various committees of the Association which have been engaged upon special problems.

## **BULLETIN NO. 1**

# **VOCATIONAL TRAINING**

**A CLASSIFIED LIST OF INSTITUTIONS  
TRAINING EDUCATED WOMEN FOR OCCU-  
PATIONS OTHER THAN TEACHING**

Further information regarding this bulletin, now in press, may be obtained from Miss Vida Francis, 1420 Bellevue-Stratford, Philadelphia, or from Miss Elizabeth K. Adams, Northampton, Mass.





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# The Journal of the Association of Collegiate Alumnae

VOLUME VI, No. 4

MAY 1913



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# THE JOURNAL OF THE ASSOCIATION OF COLLEGIATE ALUMNAE

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Communications concerning editorial matters should be addressed to Miss Susan W. Peabody, 5515 Woodlawn Avenue, Chicago, Illinois. Communications concerning membership in the Association should be addressed to Miss Katharine E. Puncheon, 5103 Pulaski Ave., Germantown, Pa.

# The Journal of the Association of Collegiate Alumnae

VOLUME VI—No. 4

MAY 1913

## MINUTES OF THE COUNCIL MEETING, CHICAGO, MARCH, 1913

The Council of the Association of Collegiate Alumnae convened at the Hotel LaSalle, Chicago, March 22, 1913, Mrs. Mary F. Morrison, President of the Association, in the chair.

The following responded to the roll call:

*Officers:* Mrs. Mary F. Morrison, President of the Association of Collegiate Alumnae; Mrs. Ethel Puffer Howes, Vice-President, North Atlantic section; Mrs. Violet Jayne Schmidt, Vice-President, Northeast Central section; Miss Laura White, Vice-President, Southeast Central section; Miss Mary E. Wilson, Vice-President, South Pacific section; Miss Vida Hunt Francis, General Secretary; Miss Katharine E. Puncheon, Secretary-Treasurer.

*Representatives:* Dean Eleanor Lord, general members; Dean Myra Beach Jordan, the University of Michigan; Miss Loraine Cerf, California Branch; Miss Kate Brousseau, California Branch; Miss Helen Campbell, Leland Stanford Junior University; Miss Emma Kate Corkhill, Lawrence College; Miss Louise Pound, the University of Nebraska; Miss Caroline E. Sheldon, Grinnell College; Miss Susan H. Ballou, the University of Chicago; Mrs. W. H. Hoyt, Duluth Branch; Miss Ruth S. Hutchinson, Western Reserve University; Mrs. Charles H. Smith, Syracuse University; Miss Mina Kerr, Milwaukee Branch; Dean Mary Coes, Radcliffe College; Mrs. F. N. Scott, Ann Arbor Branch; Dean Florence M. Fitch, Oberlin College; Miss Agnes Howe, San José Branch; Mrs. I. N. Payne, Detroit Branch; Miss Susan W. Peabody, Chicago Branch; Miss Grace E. Jackson, Chicago Branch; Miss Berry, Bloomington, Ind., Branch; President M. Carey Thomas, Bryn Mawr College; Dean Marion Reilly, Bryn Mawr Alumnae Association; Miss Sara Yerxa, Radcliffe College Alumnae Association; Miss Mary P. Putnam, Los Angeles Branch; Mrs. Anna G. DeForrest, New York City Branch; Miss Emma P. Carr, Mt. Holyoke College; Dean Lois Kimball Matthews, the University of Wisconsin; Miss Maude Gilchrist, Lansing Branch; Mrs. Ellen Cline Buttenneiser, Ohio Valley Branch; Mrs. Willard Behan, Cleveland Branch; Miss Louise S. Cheever, Smith College; Mrs. Apollonia D. Davis, Illinois-Iowa Branch; Miss Marion Holmes, alternate for Miss Parry, Pittsburgh Branch; Mrs. Arthur Newell Talbot, Central Illinois Branch; Mrs. Clara Price Newport, Swarthmore College; Miss Freund, St. Paul Branch; Miss Blanchard, Northwestern University; Miss Van Rensselaer, Cornell University.

Officers of the General Association . . . . .	3
Sectional Vice-Presidents . . . . .	4
Representatives of colleges and universities . . . . .	17
Representatives of branches . . . . .	19
Representatives of alumnae associations . . . . .	2
Representative of general members . . . . .	1
<hr/>	
Total . . . . .	46

The business of the Council proceeded in accordance with the order of business arranged by the Secretary-Treasurer and previously sent to branches.

The minutes of the Council meeting held in Ann Arbor, Saturday, November 16, 1912, were read.

An omission in the Bursar's report permitting the payment of incidental expenses when authorized by the proper officers was, by unanimous consent, inserted.

On motion, a correction was made by the President, placing the \$150 allowed her for traveling expenses for the year 1911-12 at the disposal of the General Secretary to help defray the expenses incident to carrying the reorganization plan to the various branches.

The minutes of the Board of Directors were read, recommending the authorization of Miss Marion H. Drake as stenographer for the Chicago meetings and Mrs. Clarissa Fowler Murdock as auditor for the Association of Collegiate Alumnae, and further recommending that an amendment to Article X, section 2, be offered at the proper time, construing the Committee on Arrangements for Biennial Meetings to mean a local committee on arrangements.

On motion, this report was adopted.

The General Secretary reported that four members of the Board of Directors had voted to appoint the representatives of colleges and universities to seats on the Council until such time as the regular form of election provided by the by-laws could take place. One member of the Board of Directors voted to invite these representatives to sit in the Council in an advisory capacity without power. On motion, the report of the majority of the Board of Directors was accepted by the Council and the representatives of colleges and universities were accepted as councillors.

Mrs. Morrison reported for the Committee to Elect Sectional Vice-Presidents the following elections: *North Atlantic Section*, Mrs. Ethel Puffer Howes; *South Atlantic Section*, Mrs. Emma Garrett Boyd; *Northeast Central Section*, Mrs. Violet Jayne Schmidt; *Southeast Central Section*, Miss Laura R. White; *Northwest Central Section*, Mrs. T. G. Winter; *Southwest Central Section*, no branches and no election; *North Rocky Mountain Section*, Miss Dunniway; *South Rocky Mountain Section*, Miss Emma Hendry; *North Pacific Section*, Mrs. J. C. Elliot King; *South Pacific Section*, Miss Mary E. Wilson. Since the election Mrs. Boyd had declined to serve and two sections were thus left without vice-presidents. It was moved that the committee be continued to fill these vacancies, omitting the restriction that the committee must appoint from nominations.

The General Secretary announced the election of Mrs. Elizabeth Lawrence Clark, Miss Eleanor Lord, and Miss Mary Breed to represent the general members in the Council.

The Secretary-Treasurer presented a supplementary report from Mrs. Elizabeth Lawrence Clark covering the weeks from October 1 to November 23, showing \$198 in fees collected during that time. She then presented her own report showing the receipt of fees from November 30, 1913, to March 15, 1913, as \$4,770 and a total paid-up membership to date of 4,410. She recommended that the *Register* be published in March rather than in January, as has been the custom heretofore, and asked for direction as to her duties in the payment of bills and keeping of accounts. On motion, the report was adopted and it was further moved that the recommendation with regard to the *Register* be accepted. In reply to the question of the Secretary-Treasurer as to her duties in the payment of bills and keeping of accounts, it was moved that the Chair appoint a committee of three to arrange the division of duties between the Bursar and Secretary-Treasurer, outline the order of procedure and report to the Council on Monday. Motion carried.

The Secretary-Treasurer reported the receipt of constitutions from the following branches: Eugene, Ore.; Bloomington, Ill.; Mohawk Valley at Utica, N.Y.; Fox River Valley at Appleton, Wis.; and Bloomington, Ind. These constitutions being in conformity with the constitution of the National Association, these branches were admitted, on separate motions and the councillors from them accepted and admitted to the Council.

The General Secretary's report called attention to the great activity throughout the Association—the admission of five new branches and the formation of seven new branches to be admitted in the near future. She spoke particularly of the growth of the Association in the Middle West and on the Pacific Coast and of the unanimity of good fellowship throughout. She reported the resignations of Mrs. Borland, Chairman of the Committee on Educational Legislation; Miss Adams, Chairman of the Committee on Vocational Opportunities; and Miss Talbot, Chairman of the Committee on Recognition of Colleges and Universities. She reported further the acceptance of membership in the Association by the colleges admitted at the Ann Arbor convention. On motion, the report was accepted.

For the committee appointed to harmonize the new by-laws, the General Secretary reported that the by-laws had been put in proper legal and constitutional form and distributed to the branches. She asked for a discussion on the following points:

1. The ruling on associate members: The general officers had agreed in order to submit a definite statement to the branches that the minimum requirement for associate members should be as follows: Any woman who has taken one full year's academic work in a college having a four years' course and granting the degree of B.A. may be invited to associate membership in a branch. After much discussion as to the advisability of changing the letters "B.A." to "Bachelor's" Degree, it was moved that this motion be laid upon the table until Monday and that a committee of three be appointed to bring data to the Council with regard to it. This motion was carried and the President asked permission to announce that committee at the afternoon session.

2. The Advisory Committee to Sectional Vice-Presidents: On motion, it was agreed to recommend to the general Association at the Philadelphia meeting that this section (Article II, section 4) shall be so interpreted as to give the sectional vice-presidents power to select three members living in their sections to act as an advisory council to them until a council has come into existence. Motion carried.

3. Procedure concerning 50 alumnae (Article I, section 1 [a]). The General Secretary called attention to the difficulties and embarrassments produced by the observance of this rule, which states that a college accepted by the Committee on Recognition of Colleges and Universities and approved by a three-fourths vote of the Council shall be made eligible to membership when fifty of its alumnae shall have made formal application to be enrolled as members. After much discussion, it was moved that the Council recommend to the biennial meeting the amending of the present by-laws by striking out clause (a) of Article I, section 1. The motion was amended to read that in the interim the Secretary-Treasurer be authorized not to enforce this rule.

On motion, the meeting was adjourned until 2 o'clock in the afternoon.

Mrs. Morrison called the meeting to order at 2 P.M.

The first item on the order of business to be considered was the election of the Secretary-Treasurer and the General Secretary. President Thomas moved that the Council recommend to the Association at the biennial meeting in Philadelphia that the terms of the General Secretary and Bursar shall expire with the Council meeting in 1915 and that they shall serve until that date and the term of the Secretary-Treasurer shall expire at the mid-council meeting in 1916 and that she shall serve until that date. After much discussion as to the meaning of the resolutions adopted at the Ann Arbor

meeting referring to general officers, a rising vote was called for. Miss Howe and Miss Wilson, acting as tellers, reported 21 votes in favor of President Thomas' motion and 12 against.

The terms of sectional vice-presidents were next discussed and on motion it was agreed that the General Secretary and Secretary-Treasurer decide the length of the term of vice-presidents by lot, the names to be placed in a box and drawn, some for a term of two years and some for a term of four years. The motion carried and before the close of the meeting, Miss Francis and Miss Puncheon asked for instructions as to drawing. On motion, it was agreed that 6 vice-presidents should be elected for two years and four for four years. Miss Francis then drew, with the following results: South Central section, four years; South Rocky Mountain section, four years; Northeast Central section, four years; South Atlantic section, four years; the remaining sectional vice-presidents to serve for two years.

Because all councillors could not be present at the Monday meeting, the Council then proceeded to a discussion of general policies of work for the whole Association. The discussion resulted in the following suggestions to be acted upon at the Monday meeting: (1) Bringing into national legislation the work of the Committee on Educational Legislation; (2) A study of the whole question of high schools; (3) The publication of a bulletin on collegiate information; (4) The publication of a bulletin on vocational information already prepared by the Committee on Vocational Opportunities; (5) The placing of women trustees on the boards of all colleges and universities; (6) Equal pay for equal work on the man's basis; (7) The omission of women from positions of importance and power; (8) How shall we train our alumnae to continued and organized support of their colleges? (9) The achievements of the Association of Collegiate Alumnae; (10) Economic efficiency of college women; (11) Suggestions from the California branch for "practical educational work."

Following this discussion, the reports of committees were received.

1. *Committee on Recognition of Colleges and Universities*, Miss Marion Talbot, Chairman. The Committee recommended for admission to the Association of Collegiate Alumnae, Drake University, Knox College, Cincinnati University, State University of Iowa, and Ohio State University. The report of the Committee called attention to the fact that our institutional membership had been increased 43 per cent within the last year, and recommended a careful study of all colleges in class 1 on the list of colleges and universities authorized by the United States Bureau of Education. On motion, the report of the committee was adopted.

A recommendation by Miss Talbot that the chairmen of the national committees be admitted to seats on the Council resulted in the following motion: That all chairmen of standing committees be invited to be present at the meetings of the Council and take part in the discussions but that they have no power of making motions or voting. Motion carried.

The next question before the Council was as to what method of procedure should be followed by the Committee on Recognition of Colleges and Universities in notifying branches; and on motion, it was agreed that the Committee on Recognition of Colleges and Universities be instructed to send notification of eligible colleges to all branches and may consider the advice of all branches. Motion carried.

Miss Francis then presented Miss Talbot's resignation as chairman of the Committee on Recognition of Colleges and Universities, and asked for action with regard to terms of service. On motion, it was agreed that this committee be continued with the terms of service as in the past.

2. *Membership Committee*, Mrs. Arthur M. Greene, Jr., Chairman. Mrs. Greene reported 781 paid-up new members, 253 of which were from the five colleges

admitted at the Ann Arbor convention. This report was accepted, and in reply to a question as to the terms of service of this committee, it was moved that in the terms of service of all committees, we proceed as in former years until the time of the Philadelphia convention.

3. *Committee on Fellowships*, Professor Abby Leach, Chairman. The Fellowship Committee reported the award of the following fellowships: Fellowship of the Association of Collegiate Alumnae, to Ruth Holden, A.B. Radcliffe '11, A.M., Radcliffe '12; Alice Freeman Palmer Fellowship to Katherine B. Judson, A.B. Cornell '04, A.M. University of Washington '11, graduate of the New York State Library School; the Anna C. Brackett Fellowship (awarded for the first time) to Minnie E. Waite, Vassar '03. The report of the Fellowship Committee was accepted with thanks and on motion, the term of the chairman of this committee was continued in the usual manner. Since there is no longer an annual meeting, Professor Leach asked for instructions as to the announcement of fellowships; and on motion, it was agreed that the Fellowship Committee be empowered to print a sufficient number of notices to send to each college and to each branch and that a general notice be printed in the *Journal*.

4. *Committee on Credentials*, Committee to be appointed; and in order to hasten the business of the Council, it was moved that the Chair appoint a committee to nominate all committees, standing and special, to be voted on on Monday morning. Motion carried. The President appointed Miss Reilly, Miss Fitch, and Miss Wilson.

5. *Committee on Finance and Publication*, Miss Susan W. Peabody, Chairman. Miss Peabody reported that the problem before this committee for the past months has been twofold—to arrange and publish the material on hand and to formulate and recommend a policy to the Council for the future guidance of the Committee; and, after careful consideration, the Committee recommended that as a general policy one or two numbers each year of the *Journal* be given over to the proceedings at meetings, reports of officers, committees and branches and other items of business, and that the other numbers be devoted to subjects of vital interest to the Association. Miss Peabody spoke of the difficulty of publishing the *Journal* for the increasing membership on the usual appropriation and asked that the funds from the sale of the *Journal* accruing to the credit of the Association with the University of Chicago Press be placed to the credit of the Committee on Finance and Publication. On motion, this report was adopted.

It was moved, seconded, and carried that Miss Peabody's recommendation of policy for publication be accepted and that the numbers of the *Journal* to be devoted to business matters and the numbers to be devoted to matters of general interest be left to the discretion of the Committee.

It was moved and carried that the money accruing to the Association of Collegiate Alumnae from the University of Chicago Press for the sales of the *Journal* be placed to the credit of the Committee on Finance and Publication. The question of finance raised by Miss Peabody was on motion deferred until the Budget should be considered.

On Miss Peabody's recommendation, it was moved and carried that the name of the Committee on Finance and Publication be changed to "Committee on Publication."

The acceptance of reports of committees was here interrupted by a motion to convene the Council at 9 o'clock on Monday morning instead of at 10 o'clock as stated in the order of business, and by the announcement from the Chair of a Committee to Consider the Question of Associate Membership to be presented on Monday morning. The President appointed Miss Coes, Miss Cerf, and Mrs. Schmidt.

6. *Committee on Educational Legislation*—no report.

The General Secretary reported the resignation of the Chairman and stated that, because of the illness of Mrs. Borland, the policy which she was to formulate had not



been outlined. Miss Francis moved that a chairman and ten members of this committee be appointed to formulate a policy and present it at the next meeting of the Council, the ten members to be representative of the ten geographical sections of the Association. Motion carried.

7. *Committee on Euthenics*, Miss Van Renssalaer, Chairman. Miss Van Renssalaer's report dealt with the possible lines of work for this Committee and the larger meaning of the term "home economics." On motion, Miss Van Renssalaer's report was accepted.

8. *Committee on Vocational Opportunities*—no report. The General Secretary asked the Council to authorize the publication of a series of bulletins by the Committee on Vocational Opportunities. On motion, this request was deferred until the consideration of the Budget.

On motion, the meeting adjourned.

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Council meeting reconvened on Monday, March 24, 1913, at 9 o'clock, Mrs. Morrison presiding.

The minutes of Saturday's meeting were read, with the exception of the discussion of general policies which, on motion, was omitted.

Following the roll call, Mrs. Morrison asked for the report of the Committee on Nominations, and on the suggestion of the President, it was moved and carried that the nominations recommended by this committee be acted upon separately:

1. *Committee on Credentials*, the Secretary-Treasurer, Miss Puncheon, Michigan; Miss Martha Reed, Vassar; Mrs. Lippincott Miller, Swarthmore; Mrs. Wm. B. Buck, Michigan. On motion, the Committee on Credentials was accepted.

2. *Committee on Educational Legislation*.—It was recommended by the Committee on Nominations that the Committee on Educational Legislation be appointed by a committee composed of the President, Vice-President-at-large, and General Secretary, who shall add to their numbers in making the appointment from each section the vice-president of that section. On motion, this recommendation was adopted.

3. *Nominating Committee*, Chairman, Miss Yerxa, North Atlantic Section; Mrs. Henderson, Northeast Central Section; Miss Eva Johnston, Northwest Central Section; Miss C. Anita Whitney, South Pacific Section; Miss Eleanor Lord, South Atlantic Section. On motion, the Nominating Committee was accepted.

It was voted that the report of this Committee as a whole be adopted.

Mrs. Morrison, referring to the motion made Saturday, that the Chair appoint the chairman of the Committee on Recognition of Colleges and Universities to fill the unexpired term of Miss Talbot, raised the question as to whether this appointment should be made by the Chair or by the Council.

On motion, it was agreed that the President of the Association, or in her inability to act, the Vice-President-at-large, shall have the power to fill the unexpired terms of all vacancies occurring in standing or special committees.

On motion, the delay in making this appointment asked by the Chair was granted.

It was on motion agreed to give at this time five minutes to a discussion of the way in which the Committee on Recognition of Colleges and Universities shall enforce the requirements in regard to the admission of colleges. The General Secretary read the instructions to the Committee on Recognition of Colleges and Universities. As a result of the discussion, it was moved that in clause 3 of additional qualifications of discretionary instructions to the Committee on Recognition of Colleges and Universities, reading as follows: "In consideration of a coeducational institution, great weight shall be given to the fact that such institution has a dean or adviser of women

above the rank of instructor, giving instruction and counted as a regular member of the faculty," the words "giving instruction" be stricken out. Motion carried.

It was moved and carried that the Council adopt Dean Jordan's suggestion to instruct the General Secretary to send the general qualifications dealing with women students in colleges and universities to all institutions eligible to admission to the Association of Collegiate Alumnae and also to send these qualifications to the authorities of all colleges and universities when requested to do so by persons connected with or specially interested in such institutions; and also to send these qualifications to all branches of the Association of Collegiate Alumnae.

*Conference of Women Trustees*, Miss Coes, Chairman, reported an informal conference held in New York at the invitation of Miss Elizabeth Kirkbride. On motion, this report was accepted and placed on file.

*Conference of Deans*, Dean Fitch, Chairman, presented the resolutions adopted by the Conference of Deans in Ann Arbor and moved that the Council request the Committee on Vocational Opportunities to appoint a sub-committee or an auxiliary committee to study the problem submitted by the Conference of Deans in these resolutions and to report at the biennial meeting in Philadelphia. On motion, the report was accepted.

The next subject on the order of business was the organization of conferences for 1914 and the method of procedure.

On motion, the Committee on Vocational Opportunities was empowered to arrange for a Conference on Vocational Opportunities and Vocational Efficiency to be held at the next biennial meeting in Philadelphia.

On motion, it was agreed that a Conference of Alumnae Associations be organized for the Philadelphia convention in 1914, this conference to be under the leadership of the President of Radcliffe College Alumnae Association and to include representatives of all alumnae associations and groups of alumnae who can be prevailed upon to participate; and, where the president of a co-educational alumni association is a man, that association be requested to send a woman to the meeting.

On motion a conference under the leadership of the Euthenics Committee on Home Economics was authorized for 1914.

There were no reports from the Alice Freeman Palmer Memorial, the Naples Table Representatives, or the Committee on Investing Trust Funds.

The Council next proceeded to a discussion and voting of the Budget.

The Secretary-Treasurer read the Budget as presented by the Bursar and including the requests of committees; and after totaling these sums and subtracting them from a possible income of \$5,000, the balance for the year 1914 was found to be \$975 or thereabouts, and the following motion was voted:

"That the remainder of the Budget, amounting to \$975 or thereabouts, be appropriated to the salary of the General Secretary for the year 1913-14, being the next fiscal year; that to this amount be added the fees coming in from the various alumnae associations, alumnae groups, and such other funds as may be at the disposal of the Association up to \$2,000."

The Council then voted the following Budget, item by item:

Traveling expenses of the President . . . . .	\$ 150.00
Salary of General Secretary (see preceding motion)	
Office rent and supplies for General Secretary . . . . .	250.00
Traveling expenses, General Secretary . . . . .	300.00
Salary, Secretary-Treasurer . . . . .	1,000.00
Office supplies, Secretary-Treasurer . . . . .	150.00
Clerical help, Secretary-Treasurer . . . . .	100.00

On motion, it was agreed to omit the publication of the *Register* for the year

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Membership Committee.....	\$ 125.00
Fellowship Committee.....	12.00
Committee on Recognition of Colleges and Universities....	75.00
Committee on Vocational Opportunities.....	100.00
Committee on Publication.....	1,200.00
Proof Reading, Committee on Publication.....	100.00
School Patrons' Association of the National Education Association.....	25.00
Naples Table.....	50.00
Expenses of biennial meeting, 1914.....	13.00
Committee on Euthenics.....	50.00
All other incidental expenses authorized by the proper officers	

On motion, the Budget as a whole was adopted.

In view of the discussion with regard to the European Fellowship omitted from this year's Budget, it was moved and carried that the Council authorize the Fellowship Committee to act as a committee on Ways and Means, if they deem it advisable, to raise funds for a fellowship, this work to be carried on by a subcommittee appointed by the Fellowship Committee.

It was moved and carried that the incidental expenses incurred for the year 1912-13 be paid when authorized by the proper officers.

On motion an appropriation of \$200 was granted for printing the *Bulletin* prepared by the Committee on Vocational Opportunities, with the understanding that the money from the sale of the *Bulletin* shall be returned to the Treasury of the Association of Collegiate Alumnae, and an appropriation of \$125 was granted for printing the report of this same committee, which was in the hands of the Committee on Publication.

After some discussion of the approximate balance as noted by the Bursar, the following motion was carried:

"That whatever surplus remains in the treasury at the close of the present fiscal year (June 1, 1913) after all outstanding bills and other obligations have been provided for, shall be paid over to the General Secretary in payment or part payment of the salary voted at the Ann Arbor meeting of the Association on the basis of \$2,000 per annum and dating from November 22, 1912, to May 31, 1913."

The President next called for the report of the Committee to Consider the Division of Duties between the Bursar and the Secretary-Treasurer.

Referring to Article II, section 6, the Committee recommended adding Article XIII to the by-laws, to be called "Procedure under By-Laws" as an interpretation of Article II, section 6, which reads, "She [the Secretary-Treasurer] shall perform such other duties appropriate to her position as the Association may from time to time designate," this interpretation to read as follows:

Article II, section 6, "In addition to the duties prescribed in this section, the duties appropriate to the position of Secretary-Treasurer shall be interpreted as follows: She shall pay all bills and salaries of the Association when duly approved by the proper officers or by the chairman of standing committees, special committees and conferences to which appropriations have been made in the annual Budget, and shall be responsible to the Council for keeping the disbursements within the appropriations of the necessary funds by means of orders duly signed by the President and General Secretary, or, in the case of the inability of one or both of them to act, by the Vice-President-at-large or by one of the sectional vice-presidents.

"2. She shall open a bank account and she shall keep a set of double entry books accessible at all times to the members of the Board of Directors, to each of whom she shall furnish quarterly statements of all receipts and expenditures; and she shall make an accurate financial report to the Council at each annual meeting and shall furnish a copy to each councillor at the beginning of the meeting at which the report is presented.

"3. She shall also furnish a similar financial report covering the receipts and expenditures of the previous two years at each biennial meeting."

The Committee further suggested the following change in Article II, section 7, referring to the duties of the Bursar: "In addition to the duties prescribed in this section the Bursar shall from time to time pay to the Secretary-Treasurer on orders duly signed, the funds necessary to carry on the business of the Association." The report of the Committee was adopted and, on motion, it was agreed that this method of procedure be instituted with the new fiscal year, June 1, 1913.

On motion, the Chair was authorized to appoint a committee of three to bring into the next meeting of the Association Article XIII of the by-laws, being the Procedure under By-Laws, incorporating the report just adopted, also the membership of committees and terms of service, this to be printed and sent to the branches with the call of the meeting. Mrs. Morrison appointed President Thomas, Dean Jordan, and Miss Francis to serve on this committee.

The report of the Committee on Associate Membership was then called for. Miss Coes read the following requirements for associate membership:

"1. Any woman not registered as an undergraduate who has taken one year's full academic work in any college or university having a four years' course, and belonging to the Association or in any college or university having a four years' course and granting the degree A.B. may be invited to associate membership in a branch. 2. Academic work shall be interpreted to mean any non-professional work such as would be credited for one full year's work leading to the A.B. degree, although not necessarily taken in candidacy for the A.B. degree. 3. This is the minimum requirement. Each branch may add additional requirements for associate membership which may satisfy its own local conditions, provided only that the minimum be observed. Any woman eligible to regular membership in the Association of Collegiate Alumnae shall be refused associate membership." On motion, this report was adopted.

As a result of the suggestion that Article X, section 2, of the By-Laws referring to the Committee to Act with the Board of Directors in Making Arrangements for the Biennial Meeting was not definite, it was moved that the interpretation of this section be brought in under Article XIII, Method of Procedure under By-Laws, and that in the meantime, this Article be interpreted to mean a local committee of arrangements. Motion carried.

The President next called for action on the policies discussed at Saturday's meeting. For the Committee on Policies, Dean Matthews presented the following resolution: The Council recommends to the branches for discussion the following resolution:

"*Resolved* that no legal or social obstacle should be placed in the way of women who wish to continue professional or other activity for remuneration after marriage. The Council requests that each branch formulate an abstract of its discussion, preferably in the form of a resolution, which may be presented in 1914 at the Philadelphia Meeting." On motion, this report was accepted.

After a report from the General Secretary that the Committee on Academic Appointments has presented no report for two years, this committee was, on motion, discontinued.

It was further moved and carried that the Committee on Euthenics be continued and the chairman, Miss Van Rensselaer, be empowered to add to her committee, formulate a policy, and report at the Council meeting in 1914.

On motion, the President was empowered to reply to the telegram from the Woman's Board of the International Exposition of 1915 that we received their greetings with pleasure and appreciate their courtesy and that, as individuals in our own communities, we will be very glad to further the interests of the Exposition.

After a discussion of the general policies proposed on Saturday, it was moved that the Council recommend to the branches for discussion between now and the Phila-

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delphia meeting in 1914, one or more of the following topics which were discussed informally at the meeting of the Council in Chicago, March, 1913:

1. Equal pay for equal work, preferably on the basis of men's pay.
2. The appointment of women on faculties and boards of trustees of coeducational institutions.
3. Investigation of conditions in high schools in the matter of pay of teachers, courses of study, vocational and social advisers, etc.
4. Representation by women on programs of national associations, societies, etc.
5. History of the achievements of the Association of Collegiate Alumnae.
6. Information available for girls intending to enter college as to entrance requirements, curricula, expenses, and details of social life in various colleges. Motion carried.

On motion, a vote of thanks was tendered the General Secretary for the work she did so long without salary and for her willingness to continue this work with the question of salary uncertain.

On motion, the meeting adjourned.

KATHERINE E. PUNCHEON  
*Secretary-Treasurer*

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## THE CHILDREN'S BUREAU

JULIA LATHROP

*Madam President, Ladies, and Gentlemen:* I am very glad to have an opportunity to speak here before just this sort of an audience. The Collegiate Alumnae has secured an audience which I had hardly anticipated. I confess I find myself tempted to address the students of Ypsilanti rather than the Collegiate Alumnae. I want to speak to you about the Children's Bureau—about how it came into existence and what it means. Its present and immediate work is to find out just what is needed so as to carry on an effectual work in the future, so that you may readily see the work is now chiefly miscellaneous.

It is ten years since people began to talk about having a Children's Bureau. They felt that the federal government ought to exercise some sort of supervision over the care of the children. This wasn't because the government was doing absolutely nothing. The Department of Agriculture is doing splendid things in the South in the rural schools, where the children are taught to grow tomatoes and other vegetables and grow more corn to the acre than grown up men do; the Census Bureau knows a good deal about the children; also the Bureau of Education; and the Public Health Bureau which is engaged upon the Herculean task of finding out whether pasteurized or non-pasteurized, or as someone has said, cemetery or menagerie, is the more healthful kind of milk. Then in a scientific way, there are long tables of statistics which most of us can't read and understand very well. So though this kind of work was going on the need was felt that the government itself recognize its duty to the young of the nation. Out of that sort of feeling sprung the ten years' effort for the Children's Bureau. Some of you were a part of that effort. The National Child Labor Committee for five years maintained an office at Springfield to work for such a measure. With the help of that association children from all over America were protected. Certainly this Bureau is an expression of the very highest degree of intelligence and good-will from the people of America who realize that something ought to be done for the children. The business of the bureau, as stated in the constitution, is to investigate and report upon all matters pertaining to children and child-life among all classes of people. There is not much left to add to that, unless we had communication with Mars or some place more remote. The bureau began with a staff of fifteen people and an average appropriation for the year of about \$30,000, so that it is necessary to find a small mouthful to begin with. We all take it for granted that a government bureau exists and that it will go about its work in an ordinary manner. Thirty years ago,

such a thing as a Children's Bureau would have been unthinkable in this country; though there may have been a feeling just as devoted to children as it is today, public patriotism was not applied to public service. Those of you who are in school are going to learn of the great struggle which the government service of the United States passed through in time of peace as well as war, and of the laws to make the civil service the dignified place for careers of ardent people. Before these laws were passed the only way to get a bureau organized was to find out how many people had a big pull and how best to use that pull. Formerly, if a man was looking for a high-priced clerkship and drew only a scrub-woman's position, his turn went out. You can see what sort of a Children's Bureau you would have, or a geological survey, or a census bureau if that were now the rule on which appointments were made. I see in an audience like this the promise of service for the government, because the government has set its seal and emphasis upon the finest ardor which can be produced. When I went to Washington, I found a great many applications for positions; there were over five hundred for fifteen places. Among these applicants, there were some who had pull, and the question was asked, "How will the appointments be made, are they going to be made fairly or through pull?" When the first appointment was to be made, the President of the United States and the Secretary of Commerce and Labor sent word to me that all they wanted was to have the best thing done for that bureau, that they had no favorites nor appointments to urge. You can think what it means to have fine people engaged in a service like this. If this service thus begins with a little group of splendid people, and I am glad to have it within somewhat small limits, yet under somebody some time it is going to be a very great and powerful thing with many enlargements of vision which we do not dream about now. What it is going to do is to offer to some of the people who are looking forward to teaching school and taking care of the children of the country in this way, an appeal to change over from the teaching profession into this other profession which we haven't named as yet, but which somehow or other is a profession which calls to us to look not alone to the educational development of the child, but also to that splendid development of the human being on every side, human welfare, which perhaps after all may be called education, since education is a leading-out of the young mind. The young mind must be given a chance. That is what the bureau must stand for, and that is the reason it must constantly enlist especially capable and worthy persons in its service.

The first thing the bureau is going to do is to inquire about infant mortality. The first pamphlet will be on this subject, and will go largely into the matter of birth registrations. I hope there are some of you who do not know what infant mortality is, for then you would have been able to keep me company six months ago. Infant mortality is a technical thing, it means the loss of life of infants who have not yet attained the age of one year. And all over the civilized world infant mortality has begun to be regarded as a very strange phenomenon which we have overlooked. We have found adult life much safer, and are continually inventing means to make it so, but by statistics we find that the life of a baby is no safer than it was a hundred years ago. Great Britain loses 100,000 babies every year. We do not know how many are lost in America because we do not know how many are born. We can't tell until we put down on the public lists the birth of every one of these children. There are a few parts of this country in which it is done approximately, and from that approximate registration of birth, putting down the birth of every child that comes into the country, we made a scientific guess, and from the children who die, and whose deaths are recorded far more carefully than their birth, we made an estimate and find that we lose at least 300,300 babies every year, not yet a year old. We are sure of at least that many. We do know once in ten years on a certain day, how many people there are in this country by the census bureau. But all that ten years in between we know nothing except that if this estimate be at all true, that every ten years we lose out of this world enough little lives to make, if they could come together, a city as big as Chicago. We take it for granted that some of us must die, that Providence has arranged that the weakest should go so that the strongest might get along better; there were plenty of children and this is just a natural weeding out. But the great students of human life say that is not true. The rate of little children who die before they are a year old reflects badly upon the nation, and instead of being a good thing by getting rid of the weak, is really a sign that the state of welfare is far lower than it ought to be, for those who live as well as for those who die. We can't bear to think that there are things in America of which we do not know. It is humiliating to look at books of statistics and see that the statistics of America compare so unfavorably with those of

other nations. We ought to know these things, this is the only way to reduce infant mortality. It is a great challenge when we are told that at least half of these lives could be saved by means that we know and ought to apply; that all infant mortality is practically a reproach; that no child ought to die before he is twelve years old. There are a great many reasons why statistics is the best beginning for a government to make and the government is about to try to work out this problem. This bureau is to find out how things are at the bottom. It is to find out what goes on in these ten years in the lives of the little children who, like the children in the *Blue Bird* come into life only to be pulled out before they even get a glimpse of the stage.

And so, as a first step to investigate this infant mortality, what we are going to do is to try and find out in a certain town, a small town, outside of the big cities, all we can about the babies of that town. We will make out a schedule, a list of questions, of regular gossips among mothers, for them to exchange with each other. First we will put down just what babies have come into the world in a given year. Then we will go talk to the mothers of these babies and ask them to tell us about them. If they live, to tell us how they live, for it is just as necessary to know how they live as to know when they die. We know if they die, but what we want to know is of their coming into the world and why they live as well as why they die. We want to keep the point of view before us that there is something pleasant and hopeful about the fact that from the time we come into the world we are in it a reasonable time and get along happily while we do stay.

I have brought along a map which was loaned to me by my learned brethren in Washington. It is a map of the United States intending to indicate a little about the registration of births in the United States. Here are the states in which birth registration is insisted upon: The New England States, Pennsylvania, and Michigan. The man who made the map was a Michigan man. The white states have no registration, no anything. Even Massachusetts isn't perfect. In this state there are a great many doctors who do not report births. Those in dark red are the states the government recognized in 1910. As time goes on there isn't any doubt but that we are all going to be as much ashamed of not having our birth registered as not having our marriage registered, and for a great many practical reasons. You would have had to think about it if you had been born on the continent of Europe where there is a standing army. To illustrate, a friend of mine in Chicago told me about a friend of hers who came to this country when he was four years old. He lived and grew up in Chicago. His father had taken out naturalization papers. At twenty-one he voted; he was a nice clean man, voted only once at each election, made a fortune, and went back to Germany proud and happy. He was not a naturalized American citizen and the police were after him. He wrote to a friend and said, "The police say that I am liable for military duty in the army in Germany, what shall I do?" The friend replied, "Get out if you can, I advise you to hurry." He took the first train, and didn't know a moment of peace or happiness until he had passed the border of France. See the advantage if that were turned the other way and we could go to a public registration. In the first place, it is the best way to make sure about all sorts of property lines. In Indiana, a certain farmer had a farm and a grand-daughter of whom he was very fond. He also had a son. When he came to die, he thought he would leave the farm to the grand-daughter, and let the son have the use of it until she was twenty-one years of age. When she became of age, the son declared she was only nineteen. She then went to the family Bible only to find the birth page torn out. It came to be a matter of court discussion, when finally a neighbor said the old man had a calf born on the day the girl was born. The calf was a registered calf. Of course, they had a registration book. They went to it and immediately found the correct age of the grand-daughter and the girl got her farm.

Then it enables you to go to school and to get all the education the law allows you to have. Six years of age is the legal school age. But sometimes there are designing mothers who try to get their children to school earlier. One day a very small child was weeping outside of a school-house, and someone asked her if she didn't want to go in. "Oh no," she cried, "I've got to go home and get my excuse for being born."

But much more important, as many of us can see, than any other use is the securing the child from being put to work too soon. Nearly all of our states have laws that a child cannot be put to work before she is thirteen or fourteen years old. Yet there are many people, poverty stricken, who are very willing that a child should go to work much sooner. If you have a downright legal statement, which must be inspected, that puts an end to that sort of cheating of the children. The parents of

other countries attend to that sort of thing much better than we do. There is a family in Chicago which came to America just after the earthquake in Messina. The family consisted of a father and mother and eight children. The father had been entombed for several days, and was very broken in health; he found the conditions of life in Messina were notably different from those in the 19th ward in Chicago, he didn't get along at all well. The oldest girl was a big healthy girl and she was put to work in a garment factory where she had worked two years before we discovered the case. But she could not make enough, and they had to borrow money to get milk. They had another girl and they tried to get a certificate for her to go to work. She was so forlorn looking, however, that the factories said it didn't make any difference if she was fourteen, she was too forlorn to work, and they refused. Finally the charity organization sent to Messina to ask for the birth records there of these children. There came back the most business-like reply saying that a line or so of the record had been injured by the earthquake, but that the record of these two girls remained; that one was fourteen, and the other, twelve. One had been working two years when she had a right to be in school; the other, had no right at all to work. The parents thought it ridiculous that the big girl should go to school, and the girl herself said: "Me to go to school with all those little girls, and me a big girl ready to be married." Yet we had cheated her out of it. She would have had better social advantages, even, if she had had two years of good learning of English as taught in the public schools. As to the little girl of twelve, we had her health patched up and she will have a much better chance now, thanks to the fact that Messina kept a good record which the earthquake didn't destroy. By this story which Miss Breckinridge tells, you will readily see how a birth certificate is a good protection for any one that has got to go along in the world and struggle with it. The other day a lady who is a daughter of someone who came over in the "Mayflower," and who belongs to the Society of the Mayflower, said she had a son who also wished to join this society. In telling the story she said: "I was born in Massachusetts, and was properly registered; my son was born in Illinois, and when he tried to prove that he had a right to join this society, he wrote to me imploring me to state that to the best of my knowledge and belief he was born." And she confessed she couldn't see anything very funny in the story. When this birth-registration is a settled thing, it will be a continual operating machine. It will be a kind of "Who's Who in America." A public education.

In conclusion, if you care about the things which shall be done for the children of this country, do not consider that they can be done by the Children's Bureau of the federal government, alone, but that they must be done by each one of us in the different states of this country. First of all, I know you will go home and find out whether your own children are born or not, and find out what the law is in your state. Aside from that, I feel that the A.C.A. and the Ypsilanti School will at once do the duty of the Children's Bureau by inquiring into all the matters concerning children and child life, and thus set up a standard of justice for the life of the young of this nation. The Bureau can't set up laws, it can't go into the different states and do that. The Children's Bureau is meant to be a servant to secure reliable and useful information by which you who have the duty of legislation and managing institutions can carry on the institutions and can grant laws. Some people have wondered a good deal about this bureau, they have told the Senate that they will have an organization of people whose business it is not to do things for children, but to know things about them, and who will dull the ardor of those who are interested in children in smaller communities, and who will be so lordly when they want to find out these facts and figures, that they will force themselves into people's houses. But our conditions are such that no one of us shall go into a private house that is not a tenement unless she is welcomed by the head of the house, no matter how humble the dwelling may be. We cannot go into a work which shall commend itself to the public unless we have the co-operation of each mother and each father, otherwise the work will be of no avail. But guided and backed by the splendid sentiment which started this bureau we are going to try to express it, and make ourselves understood by all. It makes me very happy to know that we shall always proceed with our work with a sense that after all human brotherhood is the most satisfying and important thing in the world, and it is our business, whether through state societies or individuals themselves, to serve and to serve freely. Perhaps I may close with a story which seems better to illustrate how I think that spirit is always going to express itself, how there is a great instinct which needs only a chance. Last summer I went to a meeting of the representatives of the society of immigrants to try and prepare a way to express their protest against the



proposition that immigrants should be kept out of this country unless they had the power to read and write. One man said he belonged to a colony which had suffered great persecution. He showed how his following of Christ had been attacked, and his religion had become a crime and education an offense, and how eager they were to come to this country because they knew there were free schools here for children where his little ones might learn and not be forced, as he put it, to learn from some old grandmother in a barn. In a simple sentence, but with a natural eloquence of which I am incapable, he said: "I am a father and like every father I want my child to grow higher than me," and I knew when he said it that he echoed the sentiments of every father and mother in this country, from those who came over in the "Mayflower" to those who sank with the "Titanic." And if it is remembered that the Children's Bureau is trying to serve it will be useful to all America,

## INTELLECTUAL LIFE OF JAPANESE WOMEN

PRESIDENT NARUSE

Japan Women's University

The education of Japanese women from the beginning of history up to the recent times has been devised for the purpose, mainly, of building up their moral character. How to be a good wife? How to be a wise mother? This has been the principal question, toward the solution of which the minds of Japanese girls have been directed for centuries after centuries. All the books written for the edification of girls were those of ethical teachings—teaching the daughter how to behave toward her parents, the wife toward her husband, and the mother toward her children. One of the accepted precepts for women was the teaching of "three stages of obedience." It said, "when young, obey your parents; when married, obey your husband; when old, obey your son." This idea of womanly obedience has undergone a decided change in modern Japan, although the principle remains that the moral culture should have the position of supreme importance in women's education. This principle is generally considered in Japan as a sound one, because after all, is it not true that only one whose heart is in the right place, may have his head in the right place? Besides what is the use of giving intellectual or physical power to those who lack moral power? I have no intention to preach any doctrine for any specific educational system, but it is important for the correct understanding of the conditions in Japan to bear in mind that moral culture has always been the all-important object of the education of Japanese daughters.

Under those circumstances it is only natural that various religions and ethical teachings that have at times found acceptance in Japan should have formed the basis of education, both for men and for women. Buddhism, first introduced to Japan about a thousand years ago, contained an outrageous dogma about women. Its opinion was that woman was full of sin. Confucius, the founder of the school of the Chinese ethical teachings that has had a whole-hearted acceptance in Japan for the past three centuries, did not show much improvement in the estimation of womanly virtues. His compliments paid to the fair sex were that she was difficult to manage, as was every person with a small mind. As a logical conclusion of the fact that such teachings held sway in Japan, the Japanese women could do nothing in way of asserting their own character and originality without meeting with disapproval of their friends. Their instructions were to be as quiet as quiet could be; as obedient as obedience could be; as meek as meekness could be.

It would be difficult to imagine a status of women more removed from the modern idea of woman's rights and freedom than that of the Japanese women trained and governed by this kind of ethical teaching. Of course, under such a system, they had an unique schooling in the way of self-restraint, discipline, and devoted loyalty to their superiors. History records hundreds of Japanese women who have become immortal on account of their act of devotion and feminine virtue. Many distinguished themselves as great story-writers, poets, artists, and even as warriors. These cases, however, were exceptions and could not be considered as a general rule. The fundamental principle of female education under the Buddhist and Confucian doctrines was to prepare women for obedient wives and wise mothers. There were no attempts whatever to develop the individual personality and independent character.

I am not seeking either to attack or defend this old school of women's education. But the fact remains undeniable that this system has a flaw in the basic idea of women's position in the world. Women should not be treated as inferiors to men; they ought not to be trained entirely for wifely or maternal duties; they ought to have full rights as individual human beings; they should be respected and taught self-respect, they should be given the spirit of independence, and taught the means of independence! This modern idea of the status of women was conspicuous by its absence in the old system of Japanese women's education. It was one of the boons of the introduction of the Western civilization into Japan, and has come of recent years to be one of the fundamental principles in the education of Japanese women.

In view of the fact that reactionary spirit is present in every country, the change from the old to the new idea regarding women's position has been gradual in Japan. Even at present there are Japanese who think that the sole object of women's education is to make good wives and wise mothers. But that this idea is not a generally accepted one is shown by the fact that at present there are more than 200 girls' high schools of 500 students each in Japan. There are many schools devoted to training girls for earning independent livelihood; such as schools teaching music, arts, medicine, bookkeeping, sewing, pedagogics, and many other kinds of work.

The Japan Women's University, which I was able to establish in 1901 with the support of the leading men and women in every walk of life in Japan, has now 1,100 students divided into departments of Pedagogics, Literature, English Literature, Housekeeping. The University intends to organize in near future departments of Music, Art, and Medicine.

At the time of the organization of the University, the Empress Dowager made a liberal donation in the institution, and the leading statesmen, educators, and business men of my country helped in one way or other to make the school a success; these distinguished persons, in lending their names in the establishment of the Women's University, not only helped the institution but encouraged the cause of women's higher education. They taught the Japanese nation that women had an equal right to men to receive the benefit of advanced education. It was a transition from the old to the new idea regarding women in general.

In this transition there is another quite natural but extremely important circumstance that has been and is still a weighty factor in the shaping of the character not only of the Japanese women but of men. It is the influence of the Christian religion. I myself was converted to Orthodox Christianity when I was only 17 years old. It was a kind of rather narrow dogmatic faith. When the most advanced thoughts, philosophy, religious ideas, and new theology were introduced into Japan from America and Europe, however, I could no longer be satisfied with my narrow dogmatic faith. I strongly felt that the Christianity taught by the missionaries of different sects in Japan was not the Christianity of Christ. I thought there must be a new, non-sectarian, non-racial, but universal religion. Perplexed with some such weighty religious problems and equally important questions of women's higher education, I came to the United States about twenty years ago. There I was able to discern a faint light of new faith, dawning upon the world, the unification of world's religion.

When I was in Andover, it came clearly to my mind that women's education in Japan must be based upon a strong foundation of religion—a new living religion. I resolved then to carry out this idea and thus send forth a body of well-educated women who would be a factor in the upholding of the social standard of the nation based upon strict ethical ideas. When I returned to Japan, however, to none of my friends and comrades did I dare to confide my hopes as they would not have been understood then. So I simply held them next my heart and waited. Since the founding of the Japan Women's University twelve years ago, I have directed my whole strength and energy upon this point, a spiritual training which forms a fundamental education, for, as I have said, I believe in the unity of the essence of all religions and philosophies.

So, in the University, we aimed, at first, educating woman as an independent, ever-creative personality; secondly, educating her for a beautiful womanhood, a good wife, and a wise mother; thirdly, educating her as a member of the nation and the community, so that she may always remember that her life is related invisibly but unmistakably to the prosperity or decay of the nation or the community.

Japan could not escape the world-wide waves of the materialistic, individualistic, practical influence of science, nor has it been possible now-a-days, to avoid the manifold tendencies and currents of thought striving and struggling for existence. No one denies the longing of the soul after the Divine Principle; it is a patent fact that in the

present situation of things it cannot be satisfied with a mere romantic faith or pure materialism. Japan has not as yet formed her principle, faith, conviction, or ideal to govern, guide, and control her. She faces the danger of becoming a materialistic, individualistic, sensualistic, and unreligious nation, to be driven headlong toward political, commercial, economical, industrial, educational, and religious precipices.

To begin with the work of salvation, our women must be educated. In our present complicated condition of society, woman must find for herself the key to open the door of the unexhaustible universe. Japanese women have the original characteristics, formed by centuries of discipline and loyalty—the virtues of modesty, propriety, tractability, and motherly love, with sternly unshakable, noble constancy. Upon this foundation, Japan must build a new feminine personality—a personality that is never determinate, but self-determining, self-creating, self-initiative, and self-progressive with an ideal for self-realization.

Not only that, but she must be so educated that she will find the eternal Spiritual Life, always conscious of the omnipotent power which is ever within her, and realizing the unity of the Great Self and her self. She should also be so educated that she will be eager to form such a true spiritual living organization, where the will, the aims, the objects of life of different persons are united under the one great object, the object of Life and Universe, and the will of God.

What is the mission of woman in the universe? I believe this spiritual leadership will be her greatest mission in the future. Dr. Stanley Hall considers her being "at the top of the human curve, from which the higher superhuman of the future is to evolve." The united powers of such women can save Japan from her perils. The international organization of such women can save the world from its perils.

These ideals and experience of the past twelve years in my University have caused me to place my views regarding the female education in particular and the spiritual welfare of the nation in general, before some of the leading men of Japan and America, and it was my great joy that I found them not only of the same opinion with me, but very earnest promoters of such movement.

The movement has been organized in the formation of the Association Concordia. The Association Concordia entertains the belief, first, that different religions, different creeds, and different ethical teachings, though conflicting in minor points, are similar to one another in essential points such as seeking after Truth and higher spiritual life; secondly, that though mankind is divided into different races, still there is a common ground upon which each race can understand and sympathize with the characteristics of others; thirdly, though the nations of the world today seem to have conflicting interest on various problems they can find, if they try and thoroughly understand one another, a way by which each nation might promote its welfare and prosperity without coming to actual clash with others. Fourth, it is desirable to infuse spiritual or ethical elements in the fundamental principles, regulating social intercourse as well as inter-class and international relations, to take the place of materialistic tendencies which characterize even peace movement.

I strongly appeal to the leading men and women of America for their co-operation and sympathy with the ideals and purpose of the Association Concordia.

# NOTICE TO MEMBERS

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It is the purpose of the Association of Collegiate Alumnae to publish from time to time a series of bulletins prepared by the various committees of the Association which have been engaged upon special problems.

## BULLETIN NO. 1

# VOCATIONAL TRAINING

A CLASSIFIED LIST OF INSTITUTIONS TRAINING EDUCATED WOMEN FOR OCCUPATIONS OTHER THAN TEACHING. ARRANGED ALPHABETICALLY BY OCCUPATIONS AND BY INSTITUTIONS AND COURSES UNDER EACH OCCUPATION

*Prepared by the Committee on Vocational Opportunities  
of the Association of Collegiate Alumnae  
Elizabeth Kemper Adams, Ph.D., Chairman*

Under each occupation a tabulated statement is given of the institutions offering special training, with detailed information in regard to courses, requirements for admission, degrees, etc.

So far as is known, this list is the first of its kind to be published in this country. It is intended to be of practical service to college and high-school graduates seeking vocational training.

The Committee will be grateful for any suggestions which may aid in the correction of errors, or in the addition of material for the second edition.

This Bulletin may be obtained from

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